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ABSTRACT

This guidebook is intended as a road map to the Carl D. Perkins Vocational Technical Education Act of 1998 (Perkins III) for career-technical education (CTE) practitioners and policymakers in Illinois. The following topics are among those covered: (1) framework for Perkins III (national educational reform, Illinois provisions for quality CTE, stages of career development); (2) Perkins III accountability (Perkins II versus Perkins III, program and fiscal accountability; (3) gathering and using data to improve performance (collecting and reporting data in Illinois, designing a systematic improvement process); (4) the continuum of quality support for learners; and (5) a crosswalk with other initiatives (common themes and interface of educational reform laws, the report "New American High Schools"). Ninety-seven charts are included. The bibliography lists 147 references. The following items are appended: (1) glossary of terms; (2) glossary of acronyms; and (3) summaries of seven pieces of federal educational legislation concerned with CTE, school-to-careers, workforce

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development, and individuals with disabilities. Concluding the guide are the following resources: strategies to assist individuals with disabilities; work-related student competencies; workplace skills and career development competencies; ideas and strategies to achieve Perkins core indicators; and lists of 202 World Wide Web resources, 9 additional publications, and 19 additional organizations. (MN)

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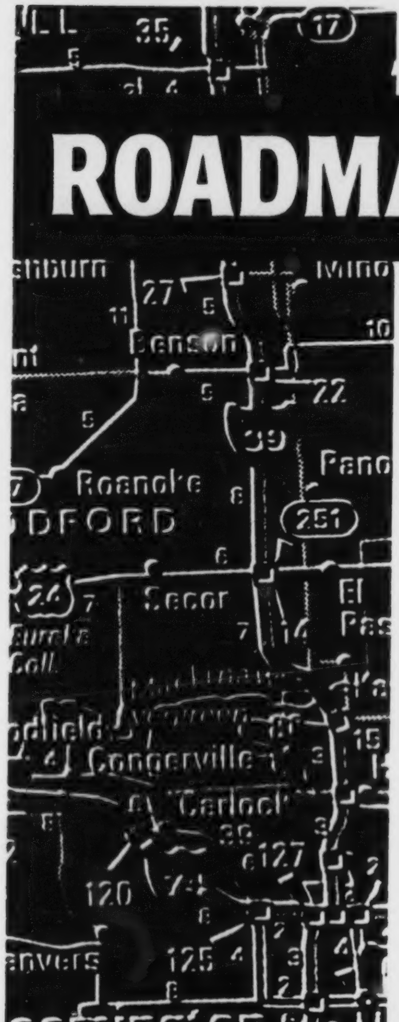
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ROADMAP TO PERKINS III

THE CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998

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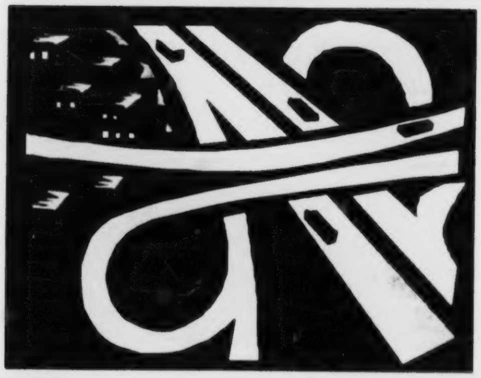

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The Carl D. Perkins Vocational and Technical Education Act of 1998

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Roadmap to Carl D. Perkins Vocational and Technical Education Act of 1998

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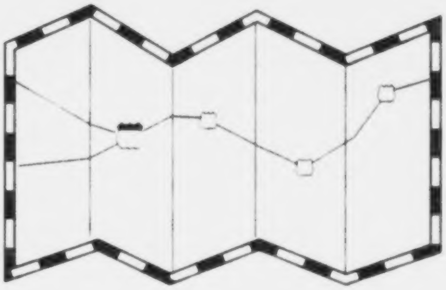
Chapter I

FRAMEWORK FOR PERKINS III

A. National Educational Reform
B. Illinois Provisions for Quality Career-Technical Education
C. Stages of Career Development
D. Career-Technical Education: A Vehicle for Students to Succeed

Reading the Map



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CHAPTER I

Framework for Perkins III

Perkins reauthorized

CTE is alive, well, and redefining itself.

Historically, career-technical education has provided applied and active learning opportunities. Typically, students who wanted more relevance and application in their education have taken this path. Through the Carl D. Perkins Vocational and Technical Education Act of 1984 and its reauthorizations in 1990 and 1998, enrolled learners, including those in special populations, have been encouraged and supported in their choices to "succeed by doing." It has been the answer for many to the question, "Why do I need to know this?" Perkins has assisted many learners with the transitions to postsecondary education and further education, and it has been a major supplier of competent members in our productive workforce. Now, renamed to reflect the evolving relationships of culture, learning, and work, Career-Technical Education (CTE) is alive, well, and redefining itself. State and federal legislation is reflecting and driving the increased emphasis by employers and educators for a more skilled workforce. As a result, education reform initiatives encourage more integrated learning, provision of employment skills, and continued lifelong learning and satisfied lives.

Methods for local operating procedures are outlined in the document.

In keeping with history and newer trends, this document, entitled *Roadmap to Carl D. Perkins Vocational and Technical Education Act of 1998*, outlines methods that local and State agencies can use to implement Illinois initiatives and the new Carl D. Perkins Vocational and Technical Education Act of 1998 (hereafter referred to as Perkins III or the Perkins Act) in meeting the needs of special populations students. While the Illinois State Board of Education (ISBE) recognizes that each agency operates within its own local parameters, this document offers guidelines from which agencies can shape their operating procedures for meeting the needs of all learners, including those fitting the description of one or more of the population categories listed below.

In Perkins III, the populations designated as special include . . .

- individuals with disabilities.
- individuals from economically disadvantaged families, including foster children.
- individuals preparing for nontraditional training and employment.
- single parents, including single pregnant women.
- displaced homemakers.
- individuals with other barriers to educational achievement, including individuals with limited English proficiency.

Using Perkins III as a backdrop and framework, this guidebook offers information in accordance with other federal legislation, Illinois State Goals, and the Illinois State Board of Education/Center for Workforce and Community Partnerships' State Perkins Plan as they relate to provisions for special populations learners in CTE.

Section A: National Educational Reform

It is important to recognize the 1998 Perkins Act as one part of a national educational reform movement. The driving force behind the more stringent accountability measures of Perkins III, with its emphasis on quality, flexibility, and seamless educational and workforce systems is that it is not a mandate of Perkins only. In fact, it is an integral component of many state and national initiatives. In order to prepare all learners for the workplace and lifelong learning, systemic change on multiple fronts is required. In fact, change of this magnitude can only occur as educators collaborate to streamline and improve services.

Reform initiatives – Stringent accountability, with emphasis on quality, flexibility, and seamless educational and workforce systems

For this reason, it is mandated in Perkins III that the services and programs for special populations previously provided by Perkins II be coordinated with existing services and other initiatives. Those implementing Perkins III and the Workforce Investment Act (WIA) of 1998, for instance, are required to avoid duplication and supplanting of services. By implication, education is becoming a priority for all members of society.

At the federal level, legislation such as Goals 2000, the WIA, the School-to-Work Opportunities Act, and Perkins III have been passed to . . .

- encourage or mandate states to develop a more comprehensive, collaborative planning system.
- streamline the data gathering process.
- integrate programs and funds.
- develop a single program improvement process.

Coordination of services mandated to . . .

- *encourage a comprehensive, collaborative planning system.*
- *streamline data gathering.*
- *integrate programs and funds.*
- *develop improvement process.*

At the State level, Illinois Learning Standards and the School Improvement Plan reinforce the national momentum to . . .

- assist schools and districts to provide quality education.
- integrate academics and CTE.
- connect education to real-world situations.

Illinois reinforces national momentum.

As a result, local educational agencies and business personnel have taken significant strides to improve schools and higher education to help all students achieve the Illinois Learning Standards and basic occupational skills. ISBE (2000a) holds planning meetings to coordinate with staff working with the Elementary and Secondary Education Act, Perkins Act, Individuals with Disabilities Education Act (IDEA), and other federal programs to increase the cumulative impact of all programs.

Help all learners achieve Illinois Learning Standards and basic occupational skills.

Section B: Illinois' Provisions for Quality Career-Technical Education

Business leaders have taken an active role in improving the quality of teaching and learning. In Illinois, members of the Illinois Business Education Coalition, including CEOs, managers, presidents, and senior staff of major Illinois corporations, have met to build a long-term education improvement agenda. In recognizing the importance of education in preparing the nation's future workforce, business and industry members are taking on significant leadership responsibilities in education reform.

HRIC is now the Illinois Workforce Investment Board (IWIB).

In response to the national changes and accompanying imperatives for educational reform, the Governor of Illinois appointed a Human Resource Investment Council (HRIC). The HRIC, renamed to include the functions of the Illinois Workforce Investment Board (IWIB), has helped to develop a statewide vision and standards for preparing Illinois learners to meet workplace and societal challenges.

State HRIC/IWIB Identified Goals for CTE Learners

The HRIC/IWIB has identified six outcome-oriented goals for CTE learners. These statewide goals encompass the Perkins Act core indicators with the accompanying State performance measures, and interface with the Illinois Learning Standards established by the ISBE (2000a):

1. All learners should achieve high standards of academic, analytical thinking, technical-professional, and employability skills so they are well-prepared for employment and further education and training.
2. Current workers should continuously upgrade their academic, technical-professional, and workplace skills to assure the relevance of their skills to changing work requirements and their continued employability.
3. All persons, including those not in the workforce, should have opportunities to access high-quality career information and to participate equitably in education and training services to achieve the high levels of skill and knowledge necessary to increase the competitive advantage of Illinois businesses in the global marketplace.
4. All learners should be able to make smooth transitions through the educational and training system and into the workplace in order to attain personal and family economic self-sufficiency through rising real incomes and to improve the economic development of the State.
5. Learners throughout the educational and training system should participate in programs that link classroom and workplace learning.
6. All learners should be assured of the quality, efficiency, and accountability of workforce preparation programs.

HRIC/IWIB's six outcome-oriented goals encompass the Illinois Learning Standards and State performance measures with the Perkins Act core indicators.

In accordance with these goals, all Perkins-funded programs are to provide individuals who are members of special populations with equal access to the full range of CTE programs available to individuals who are not members of special populations.

Equal Opportunities, Access, and Modifications Available for CTE Learners

To assure that all learners have equal opportunities for success in CTE programs and employment, the ISBE's Center for Workforce and Community Partnerships (CWCP) has outlined equity provisions in the State Plan (ISBE, 2000a). In accordance with the General Education Provisions Act (20 U.S.C. 1228a), the following guidelines are used to assure equitable participation in State-level activities.

- ISBE will continue providing technical assistance to both external and internal clients through the services of ISBE staff with equity expertise.
- ISBE will continually update and collect assurance forms that list all items recipients must agree to and observe when accepting and using federal program funds, including Section 427 of the General Education Provisions Act.
- During equity reviews and onsite visits, ISBE staff will verify the equitable activities of school districts, local education agencies (LEAs), and community colleges.
- In any competitive grant activity, individuals of diverse backgrounds will be provided with opportunities to apply for grants and to serve on review teams in an effort to assure equitable participation.
- All conferences will provide opportunities, training, materials, and networking for diverse State populations.
- The State accreditation processes will continue to be a major force in supporting equitable opportunities for learners and instructors.
- State-level commissions, advisory committees, ad hoc committees, task forces, or other groups will have membership that is representative of the diverse populations and groups in the State. (ISBE, 2000a, p. 25)

Illinois assures equitable participation opportunities in the following ways:

- *Technical assistance*
- *Assurance forms*
- *Verification of equitable activities*
- *Diverse backgrounds invited to apply*
- *Conferences required to provide accommodations*
- *Equitable accreditation*
- *Diverse memberships*

As required in Section 427 of the General Education Provisions Act, ISBE (2000a) is addressing the six barriers—(1) gender, (2) race, (3) national origin, (4) religion, (5) disability, and (6) age—through input from representatives of these groups. This is being accomplished for LEAs through the State-level development of models, guidelines, staff development activities, and other activities. The intent of these activities is to assure appropriate access of information and programs to all interested participants. Clearly, through the establishment of these State goals and activities, the particular importance of special populations students is affirmed in Illinois.

According to Section 427 of the General Education Provisions Act, ISBE addresses six barriers:

1. *Gender*
2. *Race*
3. *National origin*
4. *Religion*
5. *Disability*
6. *Age*

Section C: Stages of Career Development

Perkins III and this guidebook support the road to career success.

Chart 1-A represents the process.

Lifelong learning is a road with diverse experiences, many of which are career related. This road is delineated by career development mile markers or stages. It is the process of moving along the road that educational reform laws encourage and State initiatives support. Chart 1-A, "Stages of Career Development," represents this traveling process.

Perkins III and other legislation encourage the practice of career development to help students identify, select, or explore their interests, goals, and career majors, including those options that may not be traditional for their gender, race, or ethnicity. Through exploratory activities, learners are able to form clear goals and make appropriate decisions about their future careers. Computer-assisted programs and other resources (e.g., the Internet; *Dictionary of Occupational Titles*; and the *Occupational Outlook Handbook*, published by the U.S. Department of Labor) can be used during the career exploration process. Schmidt (1993) suggests that educational staff ensure that their curriculum, school services, and special programs provide students with opportunities to learn about the present and future trends and directions of different occupations.

Career development is a process that all people go through like physical development or mental development.

Career development has been defined as the interaction of psychological, sociological, economic, physical, and chance factors that shape the sequence of jobs, occupations, or careers in which a person may engage throughout a lifetime. Career development is a major aspect of human development. It includes the entire life span and encompasses the whole person. Career development involves a person's past, present, and future work roles. It is linked to self-concept, family life, and all aspects of one's environmental and cultural conditions.

NCRVE (1995) notes that career awareness and exploration actually begin at a very young age for all learners. Through role models and television, young people often develop stereotypes and draw conclusions about many careers that may limit their future. Therefore, it is desirable for educational entities to begin assisting young people in their career development prior to their entry into kindergarten, and this assistance should continue through every phase of their development into adult life. In this way, learners become aware of their strengths, aptitudes, and interests and are able to match them to the full range of options available (Schmidt, 1993). It is important for service providers to note that the ages and grades in all stages need to stay flexible and approximate.

Career Awareness

Illinois has adopted a four-phase model for career development:

Awareness – grades preK-5

To ensure that the career development process is consistent, Illinois has adopted a four-phase model based on the National Career Development Competencies to guide the development of comprehensive career development services. The *awareness* phase in grades preK-5 helps learners understand work and their own uniqueness. This phase provides have similar backgrounds and functions) and planned career development activities in the context of the fundamental learning areas.

Career Exploration

Exploration – grades 6-8

The *exploration* phase in grades 6-8 helps learners discover their individual interests and abilities by exploring careers; this, in turn, will help learners understand how they fit into the world of work. Exploration is achieved through multidisciplinary, hands-on activities. In addition, cooperative learning techniques fostering teamwork and problem solving are highlighted. In-school career development activities include unbiased assessment and career interest inventories designed to help learners identify their abilities and aptitudes. By the end of 8th grade, learners should be prepared to select one of the six career interest areas as they develop their Individualized Career Plans (ICPs), at least tentatively.

By the end of 8th grade, learners can make a tentative career choice.

Individualized career planning, an essential component of career preparation, is the cornerstone for making appropriate career, educational, and occupational choices (Cunanan & Maddy-Bernstein, 1993). It is critical to the smooth transition of learners from school to work or further education. Career planning is a means for learners to reflect on and examine important areas of their lives and the value of education to their future lifestyles and career choices. It is a pivotal step for all learners in opening doors to more promising and challenging careers.

ICPs should be dynamic and changeable as learners mature.

Counselors, instructors, special populations personnel, and other student service professionals must collaborate in assisting all learners to develop and implement a formal individualized comprehensive written career plan. NCRVE (1995) notes that since team consideration of issues often creates the conditions for new perspectives, it is important that agency service providers work together with the learner on ICPs. In light of the ICPs, team members can examine their own practices and cooperate for more effective individualized career services.

Career Investigation and Preparation

Investigation – grades 9 & 10

The *investigation* phase in grades 9 and 10 provides opportunities for learners to test their preliminary career decisions through instruction in all aspects of a chosen industry and through work-based learning experiences available through job shadowing and mentoring. By the beginning of the 11th grade, it is expected that all learners will be able to select a career major.

All students are able to make a choice of a career major by the beginning of 11th grade.

Preparation – grades 11-16

The *preparation* phase in grades 11 through 16 helps learners to develop advanced academic and occupational skills directly related to their ICPs. Job-related skill development focuses on meeting the specific occupational standards approved by the Illinois Occupational Skills Standards and Credentialing Council.

Section D: Career-Technical Education: A Vehicle for Students to Succeed

Educational reform, which seeks to integrate academic and CTE curricula, has been supported by forward-thinking educators, businesses, and communities. In addition to providing a foundation of integrated academic and career-technical basic skills for workforce development in Illinois, CTE provides a vehicle for learning experientially.

CTE benefits every learner!

In Illinois, CTE, coordinated through the Education for Employment (EFE) systems and community colleges, is the critical educational component of the Workforce Development System. CTE provides a process by which students learn through the following key elements:

- Curriculum that is aligned to the Illinois Learning Standards
- Sequence of career development activities
- Learning options appropriate for all learners/learning styles
- Workplace skills (SCANS) taught in context
- Exposure to a wide range of career experiences
- Work-based learning opportunities
- Experiences to connect lifelong learning and earning
- Technical skills based on industry and the Illinois Occupational Skill Standards

CTE contributes to a comprehensive workforce development system in Illinois in the following ways:

- Increases high school graduation rate
- Provides basic technical skills needed for the 21st century
- Integrates academic and workplace skills necessary for all careers
- Improves the earning potential of learners
- Provides dual credit opportunity for learners
- Aligns with career opportunities today and in the future (Committee of Education for Employment System Directors, 2000)

Occupational Areas
- *Agriculture and Natural Resources*
- *Arts and Communications*
- *Health Care*
- *Human and Family Services*
- *Engineering and Industrial Technology*
- *Business and Administrative Services*

ISBE funds many opportunities/vehicles for integrated school and work experiences for students through CTE. CTE occupational areas currently include Agriculture and Natural Resources, Arts and Communications, Health Care, Human and Family Services, Engineering and Industrial Technology, and Business and Administrative Services, and are offered as electives to secondary and postsecondary learners. Programs within these areas include such authentic learning opportunities as cooperative education, Tech Prep, school-based enterprises, community-based learning/community service, internships, and youth apprenticeships.

Cooperative Education

Cooperative education is a means of preparing individuals for work. The underlying principle of cooperative education, commonly referred to as "co-op," is to provide individuals with paid employment closely linked to the classroom. Students participating in cooperative education usually spend the second half of their school day working at a job for which they not only get paid but also receive credits toward graduation. They spend the rest of their day in academic classes. Although most co-op programs do not usually provide workplace credentials for participation, the rewards for learners are in the early exposure they get that will help lead them to employment after graduation, the wages they receive while in school, and the diploma and/or credential they receive upon completion. These co-op jobs sometimes lead to full-time jobs upon graduation. If jobs are coordinated with the interests of the participants in mind, the co-op experiences can help to confirm career choices.

CTE

- *Cooperative education*
- *Tech Prep*
- *School-based enterprise*
- *Community-based learning/ community service*
- *Internships*
- *Youth apprenticeships*

Tech Prep

Perkins III confirms Technical Preparation (Tech Prep) programs as viable for employers and learners alike in the boosting of skills and the creation of streamlined paths to the workplace. Tech Prep seeks to identify a sequence of academic and CTE courses to lead students through a seamless transition from high school to college youth apprenticeships. A major goal is to raise the academic ability for technical training. Tech Prep or 2+2 programs, as they are sometimes called, involve the coordination of curricula during the last two years of high school and the first two years or more of higher education or during a youth apprenticeship program of at least two years following secondary instruction. Tech Prep includes "a common core of required proficiency in mathematics, science, communications, and technologies designed to lead to an associate's degree or postsecondary certificate in a specific career field" (Section 204 of the Perkins Act). Tech Prep programs help build a foundation for the high-level reasoning and operational skills that advanced technological manufacturing and production techniques require. Tech Prep requires an articulation and integration plan between institutions at the secondary and postsecondary levels to improve credentials, certification, and transition of learners into successful employment. Additionally, Tech Prep gives learners experience in the adult world of responsible work and provides incentives for them to continue their schooling (ISBE, 1999b).

Tech Prep provisions are described in the Carl D. Perkins Act of 1998, Title II.

School-Based Enterprises

Bank branches, fast-food restaurants, gift stores, and retail stores are school-based enterprises that offer exciting experiences and real-world applications to learners. These on-campus ventures become the learning-in-action sites where learners apply classroom-learned skills such as sales techniques, human relations, advertising, pricing, calculating expenses and profits, maintaining inventory, and accounting in the workplace. Thus, learners who are participating in school-based enterprises not only earn credits but learn job-related skills in a practical context, gain experience relevant to the workplace, and become better prepared to enter the workforce upon graduation. Schools collaborate with businesses to establish this type of learning environment for learners.

Community-Based Learning/Community Service

The local community is a rich learning resource that assists in the smooth transition of learners from school to work. It offers learners multiple opportunities to explore careers and learn skills that are necessary for successful participation in the real world. Learners who are involved in community services spend a part of their school day or time after school in community settings, including hospitals, libraries, public transportation, recreational facilities, and other sites. Their time is often an unpaid volunteer contribution. By performing certain functions in the community, learners receive hands-on work experience, explore careers, acquire job skills, learn about the community and its members, and get credit for the hours they work.

Internships

Internship opportunities help learners connect classroom- and work-based learning experiences. This is especially true for individuals who have difficulty with abstract theoretical learning.

Internships for high school students are growing in popularity. Learners are placed in a work setting to give them exposure to work and a career interest while in high school. Some students rotate through several internships either during the summer or during the school year. At the postsecondary level, internships may be offered as paid experiences related to skill training with or without credit.

Internships provide an excellent opportunity for learners to obtain direct exposure to different careers and develop workplace competencies.

Youth Apprenticeship

Youth apprenticeship is a means by which young people can make the transition from school to careers with valuable experience by linking education and structured on-the-job training. Young people generally begin learning on the job at age 16, and classroom aspects of the program may begin as early as middle or junior high school. Youth apprenticeship programs include the following components:

- *Student Participation* – Youth apprenticeship is designed to be an integral part of the basic education of a broad cross-section of youth.
- *Educational Content* – Apprenticeship combines conceptual or theoretical education with practical or specific education, sometimes referred to as the integration of academics and CTE. Apprenticeship programs are also designed to teach broader employability and social skills.
- *On-Site Instruction* – In an apprenticeship, a significant part of the basic educational program of the participating youth takes place on the job.

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- *Credentialing* – Graduating apprentices should acquire a credential that is recognized by a wide range of employers as certifying the achievement of a given level of skill. (Please refer to Chapter IV, "Continuum of Quality Support for Learners," for more information.)

Some of the apprentice-like programs in the United States include Job Corps, the Summer Training and Education Program, Foxfire programs, Experience-Based Career Education, and informal apprenticeships. In Peoria, Illinois, Caterpillar Corporation offers a youth apprenticeship in drafting.

CTE is a vehicle for helping learners make career choices.

CTE provides work-based opportunities through its various vehicles. The following activities help learners make career choices:

- Provide learners with opportunities to examine their emerging career identity.
- Include structured observations of various careers.
- Include information about high-wage, high-skill, and nontraditional occupations and access to role models in nontraditional careers.
- Incorporate a job shadowing day or mentored experiences.
- Encourage studying labor market and occupational information.
- Conduct interviews of incumbent workers.
- Start no later than 7th grade with career exploring, interest inventories, aptitude tests, exploratory classes, labor market and occupational information, job clubs, and commercial work samples.
- Include student service assistance in overcoming educational, personal, and social problems and barriers to equal access and equity.
- Educate learners on appropriate employee behavior, etiquette, employee rights, and legal issues.
- Teach learners interviewing skills and recognition of their strengths and weaknesses.
- Assist learners in obtaining resource materials on career opportunities in the community.
- At the postsecondary level, provide learners with adequate information and training to use or take advantage of academic advising, career and placement personnel, and the services they can provide.
- Offer workshops for learners on several of the previous secondary topics.
- Inservice secondary staff on including in their CTE class curricula information on the labor market, job placement, and student-support legal issues.

As previously stated, CTE is part of the larger process of assisting learners on their road toward meaningful employment, credentials, and taking the initiative for lifelong learning.

Guidebook information and strategies support Illinois State Plan for CTE and reform legislation.

This guidebook puts Perkins III into the big picture of educational reform. It offers comprehensive information about supporting special populations learners as they move through the career process using CTE as a vehicle. It must be stressed that the information and strategies presented here are offered in accordance with the Illinois State Goals, the initiatives and activities of the Illinois State Plan for Career and Technical Education, and with other educational reform legislation. Hopefully, the content included here will shed light on the intended collaborative nature of the services and provisions that can be used to promote success for every learner:

- *Perkins Accountability* for learner performance through data collection, reporting, and appropriate use of funding is discussed.
- Methods for *Using Data to Improve Performance* are described.
- The *Continuum of Quality Support for Learners* with its components is detailed as essential for effective and continuous service.
- A *Crosswalk with Other Initiatives* contains overviews of relevant legislation, initiatives, and practices that affect special populations learners and suggests a framework for integration of mandates and improvement of support and learner performance.
- *Resources* include strategies for working with individuals with disabilities, work-related competencies, workplace sample questions, strategies, Nifty Ideas, resource agencies, publications, and web resources.
- *Appendices* for reference include legislative summaries and glossaries of terms and acronyms for user convenience.

Special features have been added to assist readers with the guidebook's usability. These include the following:

- Strategies for improving the performance of learners, particularly special populations learners who may require a comprehensive continuum of support to realize success, are included in each chapter.
- Effective practices are also included. Many of these have been submitted by Illinois practitioners; others have been taken from in-person contacts and other program materials.
- Margin comments highlight major points, professional development tips, and resources.

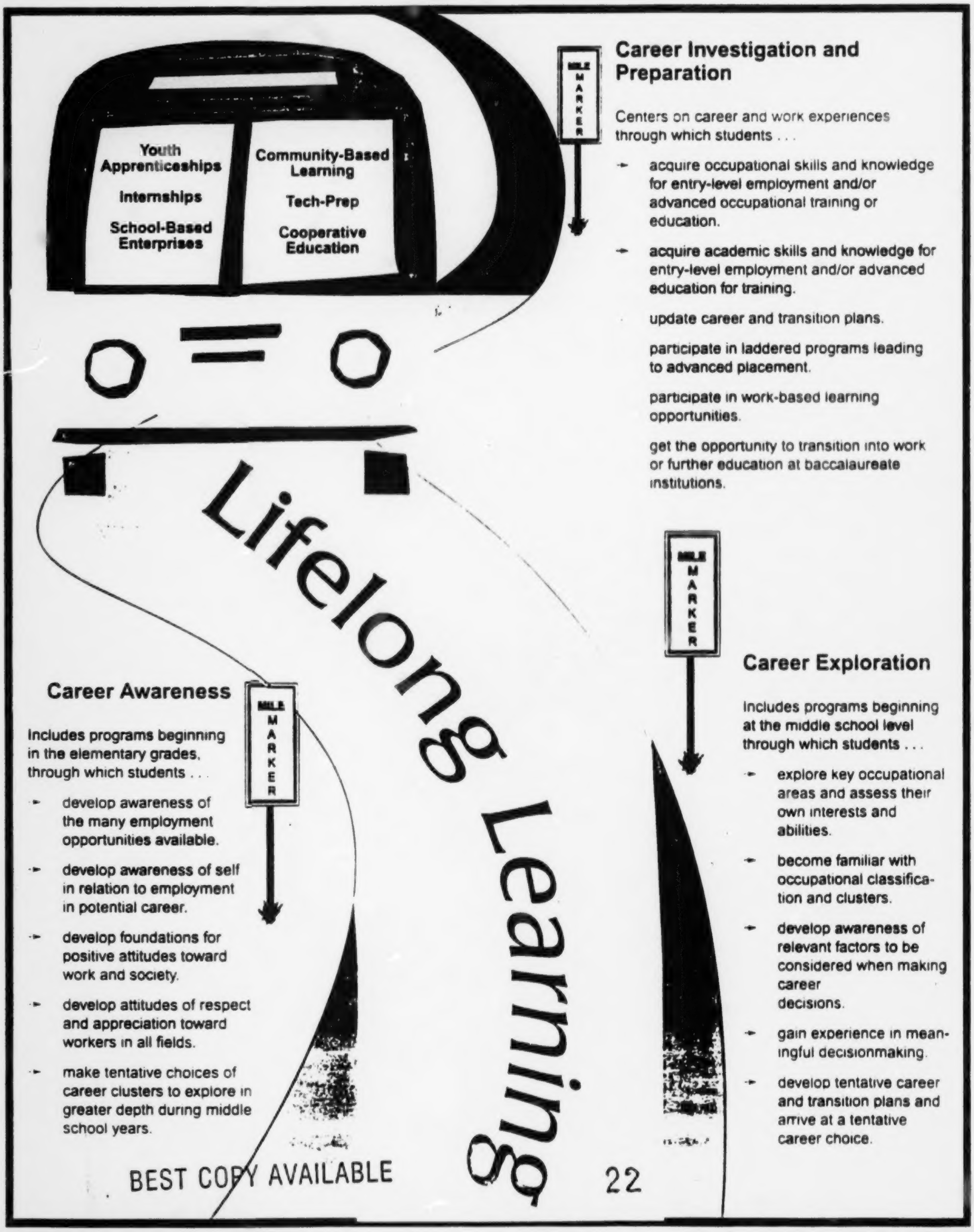
For immediate assistance, new personnel who are administering funds and coordinating support for special populations learners should refer to Chapter II, "Perkins Accountability"; Chapter III, "Using Data to Improve Performance"; and Chapter IV, "The Continuum of Quality Support for Learners."

Key for Icons

The Perkins Guidebook includes the following icons:

Strategies	*Strategies for Improving Performance*
🚦	*Effective Practices Submitted*
☸	*Professional Development Tips*
⛽	*Resources*

Chart 1-A
Stages of Career Development



Career Awareness

Includes programs beginning in the elementary grades, through which students . . .

- develop awareness of the many employment opportunities available.
- develop awareness of self in relation to employment in potential career.
- develop foundations for positive attitudes toward work and society.
- develop attitudes of respect and appreciation toward workers in all fields.
- make tentative choices of career clusters to explore in greater depth during middle school years.

Career Exploration

Includes programs beginning at the middle school level through which students . . .

- explore key occupational areas and assess their own interests and abilities.
- become familiar with occupational classification and clusters.
- develop awareness of relevant factors to be considered when making career decisions.
- gain experience in meaningful decisionmaking.
- develop tentative career and transition plans and arrive at a tentative career choice.

Career Investigation and Preparation

Centers on career and work experiences through which students . . .

- acquire occupational skills and knowledge for entry-level employment and/or advanced occupational training or education.
- acquire academic skills and knowledge for entry-level employment and/or advanced education for training.
- update career and transition plans.
- participate in laddered programs leading to advanced placement.
- participate in work-based learning opportunities.
- get the opportunity to transition into work or further education at baccalaureate institutions.

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Chapter II

PERKINS III ACCOUNTABILITY

Roanoke
Secor
Congerville
Carlock
Stanford
Funks Grove
Shirley
McLean
Heyworth
Waynesville
DE WIT
Hallville
Beason

A. Perkins II versus Perkins III
B. Program Accountability
C. Fiscal Accountability

Watching for Road Signs

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CHAPTER II

Perkins III Accountability

Changes in the law include . . .

- *methods of allocating funds.*
- *increased emphasis on accountability and performance measures.*
- *removal of "set-asides."*
- *rigorous outcome-based education and evaluation of all learners.*

Congress identified skills for the 21st century:

- *Strong basic and advanced academic skills*
- *Computer and other technical skills*
- *Theoretical knowledge and communication*
- *Problem-solving, teamwork, and employability skills*
- *The ability to acquire additional knowledge and skills throughout lifetime*

The 1998 Perkins Act is a direct response to the national concern that high school graduates lack the basic skills necessary to succeed in a global market. Changes in the law include a focus on the following:

- Methods for allocating funds
- Increased emphasis on accountability and performance measures
- Removal of "set-asides"
- Rigorous outcome-based education and evaluation for all learners

Contrary to the perception that Perkins III de-emphasizes special populations and moves away from providing necessary support services, a major tenet of the 1998 Perkins Act remains the same—that of improving career-technical education (CTE) programs while providing equal access, rights, and protections for every learner.

The intent of Perkins III is to ensure that all learners in the United States are educated for a more competitive world economy. With the emergence and rapid growth of information technology, it has become critical that all learners are educated for the more skilled labor market.

Perkins III is designed to . . .

- further develop the academic, vocational, and technical skills of CTE learners through high standards.
- link secondary and postsecondary CTE programs.
- increase flexibility in the administration and use of federal funds.
- disseminate national research about CTE.
- provide professional development and technical assistance to CTE instructors.

CTE programs provide greater opportunities and access for secondary and postsecondary learners who may not pursue the traditional baccalaureate path. CTE programs . . .

- integrate CTE and academic education through a coherent sequence of courses so that while in a CTE setting, learners gain strong basic and advanced academic skills, including skills in mathematics, reading, writing, science, and social studies.

- provide learners with a strong understanding of and experience in all aspects of the industry that they are preparing to enter.

- provide equitable and successful participation for special populations learners. It is recommended that local, state, and other federal funds (e.g., special education, school-to-work, Workforce Investment Act [WIA] monies) be expended collaboratively to provide needed services. Coordination with other state and federal agencies is essential to maximize the use of limited financial resources (Ordover, Annexstein, Johnson, & Mack, 1999).

Higher Standards for All Learners

Perkins III emphasizes that all learners in CTE programs, including special populations learners, need to attain rigorous standards and skills in order to fully participate in the 21st century labor market. To ensure the reality of this goal, each state is required to set performance levels for achievement in the following four categories:

Special populations need to attain the rigorous standards and skills established by core indicators.

1. Student attainment of CTE and academic skill proficiencies
2. Acquisition of secondary or postsecondary degrees or credentials
3. Student participation in placement and retention in postsecondary education or employment
4. Completion of CTE programs that lead to nontraditional training and employment (i.e., fields in which one gender accounts for less than 25% of the participants)

Greater Accountability

Greater accountability is required for performance attainment than in the previous Perkins Acts. States are required to continuously progress toward improving the performance of CTE learners. Failure on the part of a state to meet its performance requirements may result in the withholding of all or part of its CTE funding. Conversely, a new incentive program has been created to reward states that exceed their performance levels (Illinois State Board of Education [ISBE] & Illinois Community College Board [ICCB], 2000, p. 2).

To assist special populations learners in achieving higher performance, systems and services must be in place to identify barriers that lower special populations' rates of access to and success in CTE programs. Strategies must be adopted to help students overcome barriers for success and to ensure that all students gain quality education (Ordover et al., 1999, p. 5).

Systems and services must be in place to identify barriers.

No Set-Aside Funding or Targeting of Programs

Perkins II mandated specific provisions and programs within the act for certain populations (i.e., gender equity, single parents, and displaced homemakers) and for CTE programs with high concentrations of special populations learners. Perkins III has no set-aside funding or targeting. In its place, the act encourages greater coordination and collaboration for the continued service to all learners previously served by set-asides. Additionally, Perkins III continues to require that learners be provided with equal access to activities as required for certain populations (i.e., special populations and limited-English-proficient [LEP] learners) by civil rights laws and rulings: "Educational agencies receiving Perkins funds must continue to provide special populations students with equal access and services necessary for real participation" (Ordover et al., 1999, p. 5). Moreover, in accordance with civil rights laws, Perkins III programs may not discriminate

Perkins III has no set-aside funding or targeting.

on the basis of special populations status. Perkins recipients are required to develop program strategies that provide for equitable participation in programs and that prepare special populations learners for the "further learning and high-skill and high-wage careers" explicitly stated in Perkins III (American Vocational Association, 1998).

Prepare special populations learners for "further learning and high-skill and high-wage careers."

Both Broad-Based and Specific Skills Stressed – All Aspects of the Industry

Professional Development Tip: Develop a matrix to show how CTE courses integrate the academic subjects.

In jobs requiring more technological and complex skills, the narrowly defined job tasks of the 20th century are almost obsolete. Perkins III seeks to expand the definition and the scope of CTE to include both broad-based and specific skills in all aspects of the industry at the secondary and postsecondary educational levels. The ultimate goal is that of preparing learners for immediate employment in jobs requiring less than a baccalaureate degree and/or a career. CTE programs, when organized to provide integrated academic and career-technical curriculum coupled with support services, equip learners with broad-based skills and a strong understanding of academic concepts applied to the real world.

Tech Prep

Tech Prep programs exemplify this concept of seamless integration and serve as an important tool for educational reform. Title II of the Perkins Act, commonly known as Title II or the Tech Prep Education Act, provides technical preparation in a career field such as engineering; applied science; a mechanical, industrial, or practical art or trade; agriculture; health occupations; business; or applied economics.

Tech Prep requires the linking of secondary and postsecondary curriculum, instruction, and work experience.

First instituted in the 1990 Perkins Act, Tech Prep requires the linking of secondary and postsecondary curriculum, instruction, and work experience. It assists learners in building core academic and technical skills toward appropriate employment. By the provisions in Title II, two-year postsecondary learners earning associate degrees are encouraged to pursue four-year credentials through articulation agreements or other arrangements.

The intent of Tech Prep is to provide learners with a written career plan leading to an Associate of Applied Science (AAS), two-year certificate, or two-year apprenticeship. This career plan identifies a sequence of courses, starting as early as 9th grade and articulating to postsecondary institutions. Tech Prep requires that all learners gain a common core of required proficiency in academics.

In order to ensure equal access for special populations, it may mean that the LEA will need to determine whether or not preparatory services are necessary. Again, the flexibility afforded to the LEAs and state agencies allows them the discretion to provide the support services needed.

Outreach, recruitment, career guidance, personal counseling, assessment, accommodations, and testing are just a few of the appropriate services necessary to provide equal access for special populations. Tech Prep encourages programs to include the following:

- Develop job and postsecondary education placement services with business and industry.
- Address dropout prevention.
- Provide re-entry techniques.
- Consider the needs of special populations.
- Provide education in areas of workforce shortages.
- Describe methods by which learners will meet high academic and employability competencies.

Section A: Perkins II versus Perkins III

Services and support for special populations are vital.

Reauthorization has brought many changes from the previous Perkins Acts. On the surface, it may seem that special populations are no longer an emphasis with the elimination of the set-asides and targeting; however, further examination of the legislation indicates that with accountability as the cornerstone of Perkins III, services and support of special populations are vital.

The overall intent and framework of the new law is to make the United States more competitive in the world economy by developing more fully the academic and occupational skills for all segments of learners in the 21st century. In this sense, Perkins III remains similar to Perkins II.

Focus on flexibility and accountability.

The most significant changes in Perkins III are the expanded flexibility afforded to local and state recipients of the funds and the priority placed on accountability for the performance of all learners. With this combination comes a strongly implied emphasis on support services for increased performance.

Changes Reflected in Perkins III

- De-emphasizes targeting of programs.
- Increases accountability.
- Requires states to "continually make progress toward improving the performance of vocational and technical education students."
- Replaces the term *sex equity* (gender equity) with *nontraditional training and employment.*
- Eliminates the 10.5% set-aside of the basic state grant that provided programs for single parents, displaced homemakers, single pregnant women, and sex equity.
- Changes the definition for special populations. The new definition adds single parents, including single pregnant women and displaced homemakers, and replaces individuals participating in programs designed to eliminate sex bias with individuals preparing for nontraditional training and employment. It drops the reference to individuals in correctional facilities and no longer uses the terminology *academically disadvantaged individuals*, replacing it with *individuals with other barriers to educational achievement.*
- Requires that no less than $60,000 but no more than $150,000 of state leadership funds be used for services that prepare individuals for nontraditional training and employment.
- Sets aside an amount equal to not more than one percent of the amount allotted to the state for individuals in state institutions, such as

Professional Development Tip:
- *Give an overview of the changes in Perkins III.*
- *Provide inservices on gender equity barriers.*

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state correctional institutions and institutions that serve individuals with disabilities.

- Provides for a greater focus on professional development, including preservice and inservice training.
- Allows nonprofit private school CTE instructors to participate in professional development.
- Prohibits using Perkins Act funds for programs below the 7th grade.
- States that learners must voluntarily choose CTE.
- Prohibits using Perkins funds to carry out School-to-Work Opportunities Act provisions. Perkins funds may only be used for Perkins allowable activities.
- Allows private or home school learners to participate in the public CTE programs and services.
- Specifies that learners at the public secondary (above 7th grade) and two-year postsecondary levels who are interested in CTE programs are to be served.

Set-Aside and Allotment Changes from Perkins II to Perkins III

One key change in the 1998 Perkins Act involves programs for single parents, displaced homemakers, and single pregnant women, and programs that promote gender equity in CTE. The 1990 law required that 10.5% of the state allotment be reserved for these programs. The 1998 Perkins Act, however, eliminates the set-aside funds that have, for the past 14 years, assisted these populations, and, instead, places the funding and responsibility for providing services for these populations with the Education for Employment Systems and the community colleges. The definition of special populations has been expanded to include single parents (including single pregnant women), displaced homemakers, and individuals preparing for nontraditional training and employment. These changes shift the responsibility for serving these populations from the state level to the local level but do not change the objective, which is to ensure that these populations have access to quality CTE programs that lead to economic self-sufficiency.

Special Populations has been expanded to include . . .

- *single parents (including single pregnant women).*
- *displaced homemakers.*
- *individuals preparing for nontraditional training and employment.*

Professional Development Tip: Contact Chicago Women in Trades on Nontraditional Occupations at (312) 942-1444.

A second change regarding gender equity involves state administration and state leadership funds. The 1990 Act required that a minimum of $60,000 under state administration be reserved for a full-time gender equity coordinator. Under Perkins III, there are no specific requirements under state administration regarding gender equity personnel. Perkins III's does require that not less than $60,000 and not more than $150,000 of state leadership funds be used for services that prepare individuals for nontraditional training and employment.

Use state leadership funds for services that prepare individuals for nontraditional training and employment.

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The emphasis on assisting single parents, displaced homemakers, single pregnant women, and individuals preparing for nontraditional training and employment to access the CTE programs and support services needed to enable them to become economically self-sufficient remains but is now built into state leadership and local plan commitment. The importance of serving special populations must be a commitment of all educators, members of business and industry, and the community if all citizens are to participate in the 21st century.

The importance of serving special populations must be a commitment of all educators, members of business and industry, and the community if all citizens are to participate in the 21st century.

Section B: Program Accountability

Program accountability is the cornerstone of Perkins III. The new Act emphasizes the need for all learners to develop the same high level of proficiency. By reauthorizing Perkins, Congress affirmed their belief that CTE is a viable vehicle for raising standards. Integrated academic and CTE content applied in active learning environments, coupled with multiple experiences in and understanding of all aspects of the industry, has proven to work for learners. Perkins III includes two major titles: the Basic Grant (Title I) and Tech Prep (Title II). Both titles emphasize accountability for funds and other resources as they relate to improving programs and services for the successful performance of learners.

Perkins Act
- *Title I – Basic grant*
- *Title II – Tech Prep*

Integrated learning works!

Setting Standards and Core Indicators for Successful Performance

The Perkins Act requires that learners in CTE programs be taught to the same challenging academic proficiencies and be measured by the same standards as learners in regular education.

Professional Development Tip:* *Attend a School Improvement Planning meeting, and share your Perkins performance measures and data.

As a result of this emphasis on increased academic rigor, Congress developed four national core indicators that each state must include in its own standards for learners:

1. Student attainment of challenging, state-established academic and occupational proficiencies.
2. Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.
3. Placement in, retention in, and completion of postsecondary education or advanced training, placement in military service, or placement or retention in employment.
4. Student participation in and completion of CTE programs that lead to nontraditional training and employment (meaning fields in which one gender accounts for less than a quarter of the participants). (AVA, 1998, pp. 98-99)

National Core Indicators
1. ***Attainment of academic and occupational proficiencies***
2. ***Attainment of diploma, postsecondary degree, or certificate***
3. ***Placement in, retention in, and completion of postsecondary education; placement and retention in military service or employment***
4. ***Participation in and completion of CTE programs that lead to nontraditional training and employment***

Using these indicators as minimal guidelines, learners will be able to attain the academic and occupational proficiency necessary to adapt to technological change and will gain the transferable skills that will enable them to expand their opportunities later in life (Ordover et al., 1999, p. 28). In Perkins III, members of special populations are considered part of the general student population and are accountable to the same standards and measures outlined for all learners. In order to meet Perkins III requirements, Perkins and WIA services should be coordinated so that they are complementary and provide a complete continuum of programs and support activities to enable special populations learners to be successful in CTE programs.

Services should be complementary and provide a complete continuum of programs with all initiatives.

Accordingly, each state is required to develop and implement a statewide system of standards and measures for performance in CTE programs. This system is to provide for (1) a review of learner performance from past years, (2) an analysis of the support systems that have assisted learners, and (3) the development of strategies for improving learner attainment. The system must include learner performance measures for both academic and CTE outcomes. These measures are to be expressed in percentages and/or numbers to ensure they are objective, quantifiable, and measurable.

Illinois Core Indicators

Charts 2-A(a) & (b) and Charts 2-B(a) & (b) list core indicators and provide definitions of secondary and postsecondary concentrators.

See Chart 2-A - 2-B for core indicators.

In line with the Perkins III core indicators, Illinois has established its own core indicators for secondary and postsecondary students, which can be found in Charts 2-A(a) & (b): Illinois Secondary Core Indicators and Illinois Postsecondary Core Indicators at the end of this chapter. The secondary and postsecondary performance measures for this year can be found in Chart 2-B(a) & (b): FY2001 Illinois Secondary Core Indicators and Performance Goals and FY2001 Illinois Postsecondary Core Indicators and Performance Goals.

Disaggregate data for special populations.

The performance measures are specifically identified by percentages in the State plan and are to be reassessed based on the State's levels of performance compared to those of other states. The cornerstone of the Act is the assurance of continuous improvement in the performance of all learners in CTE. For this reason, Perkins III requires the reporting of the level of performance for each special populations category at the State level. This new requirement emphasizes the importance of serving special populations in order to promote the success and skill attainment of all learners.

Planning for Program Improvement

Section 121 - State Administration

Perkins and WIA have common accountability requirements.

The State is required to coordinate the implementation and evaluation of activities developed under Perkins III with other services and systems. In particular, Perkins III advises coordination with Workforce Investment Boards—for example, by making available to the one-stop delivery system authorized under WIA "a listing of all school dropouts, from postsecondary, and adult programs assisted under this title."

Special populations are addressed in the WIA, and many services and accountability measures are common to both pieces of legislation. (Refer to the in-depth overview of the WIA in the "Legislative Summaries" in the Appendices; also see Chapter 5, Chart 5-B: Crosswalk.)

Section 122 - State Plan

Plans must describe equal access methods.

Each state plan must describe how special populations will be provided equal access to assisted activities and programs designed to enable attainment of State performance levels. Plans must also document that discrimination will not take place.

Local recipients are to be given baselines and annual adjusted levels of performance for each of the core indicators. The LEAs are to be compared to their own past performance and not necessarily to each other.

Support services may be required to assist members of special populations.

The objective for the annual adjusted level of performance for each core indicator is to have local recipients *address their own individual needs and improve student performance.* Consequently, each LEA is to review learner performance from past years, analyze what support systems have assisted learners, and develop strategies for improving learner attainment. Although data for services and programs are no longer required, *it makes good sense that LEAs continue their practice of providing support services for learners.*

Section 123 - Improvement Plans

Perkins requires both the LEAs and the state agencies to continuously plan for and address program access, quality, and effectiveness for special populations learners. Local and state plans should then be revised based on the progress made in the implementation of the Perkins Act and the information collected in the local program evaluations (Ordover et al., 1999, p. 95).

Revise plans based on progress made in Perkins implementation and program evaluations.

Local and State evaluation, assessment, accountability, and program improvement activities are critical to meeting these obligations. To fulfill the obligations, these activities must include collecting and analyzing separate information on members of special populations regarding entrance, success, and completion rates. The analysis of data regarding entrance, success, and completion rates enables the LEAs and state agencies to determine whether learners' needs are being adequately addressed.

If continuous improvement in meeting the core indicators has not been made, an improvement plan must be submitted. If a local recipient of Perkins Act funds has not met the state-adjusted levels of performance for a measure, the state must make an assessment of the needs and provide assistance in overcoming the deficiencies.

Sanctions

If a state does not perform satisfactorily, does not implement an improvement plan, shows no improvement within a year of implementing an improvement plan, or has performed unsatisfactorily for two or more years, the Secretary of Education may withhold some or all of the funds to the State under this title.

Section 124 - State Leadership Activities

Of the eight listed state leadership activities, special populations are addressed in four areas in particular. Basically, each state is required to assess how the needs of special populations learners are being met, how programs are designed to enable them to meet state-adjusted levels of performance, and how the state is preparing these learners for further learning or for high-skill, high-wage careers.

In order to ensure the participation of special populations, supplementary and other support services may be required to assist members of special populations in order for them to succeed in CTE programs.

Again, it is important to remember that the intent of Perkins III is to maintain U.S. competitiveness in the global market and to provide *all* learners with the opportunity to excel, with access to a quality education, and with the skills which will enable them to be full participants of the workforce.

State Leadership Activities

Note that activities in boldface address special populations in some form.

1. **Assessment of CTE programs funded under the Title, including assessment of the participation and performance of special populations**

2. Expansion of the use of technology in CTE programs, including instructor training and distance learning, with a focus on programs that lead to high technology and telecommunication careers

3. Professional development, including preservice and inservice training for CTE, academic, guidance, and administrative personnel, that will . . .

   - improve parental and community involvement
   - help instructors and personnel assist learners in meeting state-adjusted levels of performance
   - ensure that educators stay current with industry trends
   - coordinate with other education programs under Title II of the Elementary and Secondary Education Act (ESEA) and Title II of the Higher Education Act (HEA)

Professional Development Tip: Provide inservices on addressing special populations.

4. Improvement of the academic and CTE skills of students by strengthening the components of the programs

5. **Provision of preparation for nontraditional training and employment**

Professional Development Tip: Get to know personnel who administer these grants.

6. Support of partnerships among LEAs, postsecondary institutions, adult education providers, employers, labor organizations, and parents

7. **Serving individuals at state correctional institutions or institutions serving individuals with disabilities**

8. **Support of programs for special populations that lead to high-skill, high-wage careers**

One of the significant differences between Perkins III and Perkins II is that the "permissible uses of funds" has expanded to promote programs that offer skills necessary for the workforce of the 21st century.

State Leadership Activities: Permissible Uses of Funds

In addition to the required leadership activities, the state can decide to use funds for the following activities:

- Technical assistance for eligible recipients
- Career guidance and counseling
- Linkages between secondary, postsecondary, and technical education
- Cooperative education programs
- CTE learner organizations
- Public secondary charter schools offering CTE
- Training in all aspects of an industry
- Family and consumer sciences education
- Education and business partnerships
- Curriculum improvement and development
- Programs for adults and school dropouts to complete secondary education
- Job and postsecondary education placement

Allowable expenditures for state

Local Provisions

Sections 134-135 - Local Plan for CTE Programs

Local recipients are expected to serve all learners well, including members of special populations; however, under Perkins III, local recipients are given greater flexibility for achieving this task. The flexibility allows each local Perkins recipient to identify and focus funding where they have identified the greatest obstacles and barriers to meeting the core performance indicators. Program planners are encouraged to focus on areas for potential improvement in both skill attainment for learners and overall program performance (ISBE, 2000a).

Focus funding on areas for potential improvement.

Local Plan Content

Each local plan must include a description of how Perkins funds will be used to do the following:

- Describe local programs funded by Perkins.
- Show how local programs meet state-adjusted performance levels.
- Demonstrate how local programs will improve the academic and technical skills of learners, including how they help CTE learners to meet the same challenging academic proficiencies as are taught for all learners, and how learners are taught about all aspects of an industry.
- Indicate how interested parties, including parents, learners, instructors, and representatives of business, labor organizations, and special populations, are involved in the development, implementation, and evaluation of local programs.
- Ensure that programs are of such size, scope, and quality as to improve CTE.
- Show the process used to evaluate and promote improvement in the performance of the eligible recipient.

This section outlines the requirements for local plan contents. Note that those items in boldface address special populations in some form.

- **Describe how the needs of special populations will be met and how programs will be designed to enable special populations to meet the state-adjusted levels of performance.**
- **Describe how discrimination against special populations will be prevented.**
- **Indicate how funds will be used to promote nontraditional training and employment.**
- Describe professional development activities, including initial instructor preparation, that will be provided for CTE, academic, guidance, and administrative personnel.

Address the following in local plan:
- *Professional development*
- *All aspects of the industry*
- *Participatory planning*

In addition to supporting programs that address the required quality indicators, eligible recipients must account for other aspects of their program planning. They must state how their Perkins III program will respond to the additional requirements of the act. In narrative form, each LEA must describe the following questions:

- *Professional Development Plan*
  Develop a comprehensive professional development plan for CTE, academic, guidance, and administrative personnel that addresses the required eight quality indicators. The professional development plan should identify the specific activities and strategies that the LEA will address to meet the requirements of Perkins III.

Professional Development Tip: Plan your comprehensive plan with other stakeholders.

- *All Aspects of the Industry*
  Describe how identified programs will provide learners with strong experience in and understanding of all aspects of the industry the learners are preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor issues, and health and safety.
- *Participatory Planning*
  Describe how parents, learners, instructors, businesses, labor organizations, and others are actively involved in addressing the activities listed below for identified CTE programs.

Required Program Quality Indicators

Eligible Recipients
- *5% for administrative purposes*
- *95% to support CTE programs*

Each eligible recipient receiving funds under this act may not use more than 5% for administrative purposes. The balance of the funds provided may only be used to support CTE programs that incorporate the following program quality indicators:

1. Strengthen academic and career-technical skills of learners through the integration of academic and CTE programs.
2. Provide programs that address all aspects of an industry.
3. Develop, improve, and expand the use of technology, which may include professional development, providing learners with the ability to enter high technology and telecommunications careers.
4. Provide professional development for instructors, administrators, and counselors, including preservice and inservice training and practices to involve parents and the community.
5. Evaluate programs, and assess how special populations are being served.
6. Develop and upgrade programs.
7. Provide services of sufficient size, scope, and quality.
8. Link secondary and postsecondary education.

1. *Strengthen academic and career-technical skills of learners through the integration of academic and CTE programs.* The integration of academics and CTE instruction provides all learners with quality learning opportunities.

Indicator 1: Academic and career-technical skills

Effective Practice

"Green Streets," a Horticultural Production Career Pathway at Wells High School in Chicago, prepares high school students for employment and postsecondary training in the horticulture industry. The three-year horticulture production program sequence demands that learners achieve high academic and technical skills. Learners gain hands-on experience that includes cooperative peer evaluation with a portfolio component.

Contact Information:

Ted Dallas and T. Abboreno
Wells High School
436 N. Ashland Avenue
Chicago, IL 60621
(773) 553-7117
Fax: (773) 553-7117

The effective practices are funded by various workforce development initiatives.

Chicago's "Green Streets" strengthens academic and career-technical skills.

2. *Provide programs that address all aspects of an industry.* Learners gain strong experience in and understanding of all aspects of the industry they are preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor issues, and health and safety.

Indicator 2: Provide programs that address all aspects of an industry.

3. *Develop, improve, and expand the use of technology, which may include professional development, providing learners with the ability to enter high technology and telecommunications careers.* To ensure that programs receiving funding respond to the economic and employment realities of the 21st century, the use of technology in the classroom is constantly referenced throughout the Perkins Act.

Indicator 3: High Technology

Professional Development Tip:
- *Provide on-line training sessions on computer programs.*
- *Attend technology expos.*
- *Involve parents and community members in professional development sessions.*

Allocation for instructor training is encouraged to assist the instructors in teaching technology to their classes, so that the learners will be technically skilled to meet industry needs.

Special populations need access to technology in CTE programs. Many adaptive technologies are available for learners with disabilities that allow them to use technology and assist with their academics.

Assistive technology is helping special populations at Southwestern Illinois College in Belleville.

Effective Practice

Southwestern Illinois College (formerly called Belleville Community College) provides a variety of high-tech access equipment at the Special Services Center. Reading machines, large print software, speech software, brailler, magnification systems, voice activated software, talking calculators, and personal hearing devices are some of the resources available to meet individuals with special needs.

Contact Information:

Pat Brian
Southwestern Illinois College
Special Services Center
2500 Carlyle Avenue
Belleville, IL 62221
(618) 222-5368
Fax: (618) 235-1578
E-mail: brianpa@smtp.bacnet.edu

Indicator 4: Provide professional development.

4. *Provide professional development for instructors, administrators, and counselors, including preservice and inservice training and practices to involve parents and the community.* Effective professional development programs clearly lead to improved learning and performance. Inclusion of parents and the community can provide enhanced learning opportunities, as well as lend support for instructors, administrators, and counselors. By involving parents and the community, all members concerned with learning will know the basic elements of professional development, and this will build support for educators' efforts.

Effective Practice

A staff development center in Proviso East and West provides teachers and staff with training on how to use various software to enhance teaching. Three teachers in Proviso Township High School District 209 were awarded certificates for their outstanding use of technology at the recent Role of Technology Conference.

Source: "Partners in Education" published by Triton College and the Des Plaines Valley Education for Employment Regional Delivery System DVR.

Contact Information:

Dan Heintz
System Director
Des Plaines Valley Region
807 S. First Avenue
Maywood, IL 60153
(708) 343-3874
Fax: (708) 344-0570
E-mail: dheintz@kiwi.dep.anl.gov

Proviso East and West in Maywood, Illinois, provide training on software use.

5. *Evaluate programs, and assess how special populations are being served.* All activities and programs should actively contribute to services for special populations learners' success. Program evaluation and assessment should be ongoing to ensure quality, access, and equity for members of special populations.

Indicator 5: Evaluate programs, and assess methods for serving special populations.

Effective Practice

At Kishwaukee College, the Assistive Resources Center/Learning Disability Office reviews documentation, recommends accommodations, monitors progress of learners, and provides assistive technology, tutors, and notetakers.

Contact Information:

Jeanne Hayes
Kishwaukee College
21193 Malta Road
Malta, IL 60150-9699
(815) 825-2086
Fax: (815) 825-2605
E-mail: jhayes@kougars.kish.cc.il.us

Professional Development Tip: Provide sessions on serving learners with learning disabilities.

Kishwaukee College reviews all services for individuals with disabilities.

6. *Develop and upgrade programs.* Constant renewal and continuous improvement is required by the new act. Programs and services should reflect practices that effectively impact or contribute to learning.

Indicator 6: Develop and upgrade programs.

Indicator 7: Provide services of sufficient size and scope.

7. *Provide services of sufficient size, scope, and quality.* Incorporate various support services to help learners meet specific academic, social-emotional, physical, and daily livings needs. This provision allows for local funds to be used to support services that promote academic success in CTE.

Olney Central College provides unique learning format option for learners.

Effective Practice

Olney Central College provides developmental education in a unique flex option format that allows learners to work at their own pace and schedule. Instruction is enhanced by the use of learning style inventories, special learning needs inventories, and necessary accommodations for learners.

Contact Information:

Joyce Nix and Donita Kaare
Olney Central College
Special Populations Office and Learning Skills Center
305 N. West Street
Olney, IL 62450
(618) 395-7777, ext. 2015
Fax: (618) 392-5212

Professional Development Tip:
- *Become knowledgeable about learning style inventories.*
- *Check the Internet for learning style inventories.*

Indicator 8: Link secondary and post-secondary education.

8. *Link secondary and postsecondary education.* Alignments of educational goals at all levels are encouraged to promote seamless transition and an integrated rigorous curriculum. Tech Prep requires an articulation agreement mandating the linking of secondary and postsecondary education. The basic Perkins grant promotes dual credit programs to encourage collaboration at the secondary and postsecondary educational levels.

Effective Practice

Selected as a National Tech Prep Demonstration Site Project, Richmond Community College in North Carolina provides a focused technical education course for learners planning to attend a two-year community college or technical school. Formal career guidance activities are provided to clarify and expand career possibilities with an emphasis on higher level mathematics, science, and communication skills.

Contact Information:

Myrtle D. Stogner, Director
National Tech Prep Demonstration Site Project
Richmond Community College
P.O. Box 1189
Hamlet, NC 28345
(910) 582-7187
Fax: (910) 582-7005
Website: www.ed.gov.pubs/EPTW/eptw15//eptw15e.html

Professional Development Tip: Organize a curriculum planning session with both secondary and postsecondary instructors.

Effective Practice

Dual credit programs are growing at Triton College. More than 120 Des Plaines Valley Region students qualify for college credit while they are still in high school in Triton's A+ Electronics certification program. Learners get a jump start on their careers by receiving both the college credit and academic certification needed to adequately compete in their chosen fields.

Contact Information:

Melvin Butts
Information Technology Special Initiatives Grant
Triton College
2000 Fifth Avenue
River Grove, IL 60171
(708) 456-3557
Fax: (708) 583-3121

Dual credit programs are growing at Triton College.

Professional Development Tip: Visit other schools/community colleges to learn about their dual credit programs.

Other Permissible Uses of Local Funds

In addition to using dollars for the required program quality indicators, funds may be used for other activities, such as those listed below.

- Involve parents, businesses, and labor organizations in planning, implementing, and evaluating CTE programs.
- Provide career guidance and academic counseling.
- Provide work-related experiences.
- Provide programs for special populations.
- Support local business and education partnerships.
- Assist career and technical student organizations.
- Provide mentoring and support services.
- Lease, purchase, and upgrade equipment.
- Provide initial instructor preparation, including that for instructor candidates from business and industry.
- Develop and improve curriculum.
- Support family and consumer sciences education.
- Provide programs for adults and school dropouts to complete secondary education.
- Provide services for placement in employment and further education.
- Support nontraditional training and employment.
- Perform other activities consistent with purposes of this act.

Special Populations Services

To be eligible for Perkins III support services, a secondary or community college special populations learner must be concurrently enrolled in an approved CTE course. Variations from the general concurrent enrollment criteria may be requested through the local plan application process; however, there may be situations when preparatory services are needed for members of special population categories such as single parents, displaced homemakers, and nontraditional students, before concurrent enrollment in CTE courses.

To assist learner success, it has been determined that a community college student that has been identified as a "concentrator" for Perkins III performance purposes may receive services supported by Perkins III funds during semesters in which he or she is not concurrently enrolled in a CTE course. Course-taking patterns for college students (full- or part-time) vary from that of secondary students. A community college "concentrator" is defined as a student with an occupational major that has earned 12 credit hours in an academic year and has the educational objective of earning a degree or certificate and the intention of entering the workforce or improving his or her employment. Once identified, the community college student may have up to five years to complete the program. (Excerpts from ICCB and ISBE Memorandum, July 25, 2000)

Under the provisions of Perkins III, eligible recipients may use funding to promote special populations' success for many activities such as in the following examples:

It is permissible to allocate funding for services and support systems necessary for special populations' success.

Equal access to CTE

- Assist learners who are members of special populations to enter CTE programs.

Assessment of needs

- Assess the special needs of learners who are participating in programs who receive assistance with respect to their successful completion of CTE programs in the most integrated setting possible.

Supplementary services

- Provide supplementary services to learners who are members of special populations, including modifications in the curriculum, equipment, and classroom; supportive personnel; and instructional aids and transportation.

Guidance, counseling, and career development services

- Provide guidance, counseling, and career development activities, including support for programs that offer experience in, and understanding of, all aspects of the industry.

Counseling and instruction

- Provide counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities.

Fulfillment of transitional services

- Assist learners with disabilities in the fulfillment of the transitional services requirement of the Individuals with Disabilities Education Act.

CTE special populations coordinating personnel

- Provide CTE special populations coordinating personnel.

These are merely examples of services and assistance that are permitted to help strengthen and attain the state-adjusted performance measures.

Resource: For answers to Perkins "Frequently Asked Questions," visit www.ed.gov/offices/OVAE/VocEd/InfoBoard

Section C: Fiscal Accountability

Financial compliance with the provisions of the Perkins Act and program regulations must receive priority consideration. *The Illinois State Board of Education/Center for Workforce and Community Partnerships Financial Management Handbook* contains financial compliance and accountability requirements. Recipients must consider two critical issues when meeting the fiscal requirements and documentation for serving special populations learners: (1) the supplanting/nonsupplanting of local or state funds and (2) the comparability of local, state, or federally funded services.

Supplanting/Nonsupplanting

Federal grant funds must supplement, not supplant, local or state funds. For example, it would be appropriate to refer a student to a remedial or developmental course as needed but not to pay for an instructor's salary in that course. It would be appropriate to print outreach and recruitment brochures for single parents, displaced homemakers, or limited English proficient students, but not to expend funds on printing the general college catalog. Similarly, it would be appropriate to expend Perkins funds on student assessment activities, such as identifying individual learning styles that go beyond the assessments available to all students (ISBE & ICCB, July 25, 2000). *In other words, if Perkins funds provided a service that the LEA is required to provide under local or state law, supplanting would occur.* In essence, Perkins funds should not be used for an agency's general responsibilities.

Federal grant funds must supplement, not supplant.

Supplanting Example

Audit Requirement

Each eligible recipient that operates a state of federal program is required to be audited in accordance with applicable requirements. Program and fiscal records must be available for audit and for access upon reasonable request by authorized agents of the Illinois State Board of Education. All costs claimed should be auditable to determine that they are specifically and directly attributable to the operation of the grant. For additional guidelines, refer to ISBE's Financial Management Handbook.

Resource: The Illinois State Board of Education/Center for Workforce and Community Partnerships Financial Management Handbook

Employee Time and Attendance Records

In addition to payroll records, all salaried positions must also be supported by employee time and attendance records. If an employee divides his or her time between more than one state or federally supported program, administrative regulations require that the employee keep records of time distributed between programs.

An equitable distribution of time and effort may be obtained by constructing a time distribution format based on any creditable evidence. Although daily activity reports subdivided by quarter-days are recommended, weekly or monthly time reports setting out the actual hours or percentage of time worked on the grant activity are considered acceptable in some circumstances. All reports must be signed by both the employees and their supervisors. Quarterly reports also have been considered sufficient, although they require particular attention to the inclusion of all relevant data.

Payrolls must be supported by time and attendance or equivalent records for each employee paid in part or in full with state or federal funds. In most instances, time distribution sheets will meet this requirement. The use of time distribution sheets may not be appropriate for tutors and other hourly employees. In these instances, student log sheets or other verification may be appropriate.

When using Time Distribution Sheets, the following provisions apply:

- *Signatures*: Each sheet must be signed by the employee and appropriate supervisor.
- *Relationship to Travel*: The time distribution sheet must match travel reimbursement.
- *Work-Day Increments*: Each work day is subdivided into increments that are no greater than one quarter of the day. Increments smaller than quarters are acceptable.
- *Accounting for Time*: Individuals must account for 100% of their time whether or not they are supported fully by one source of funds.

A blank sample time distribution sheet and a completed time distribution sheet are shown at the end of this section in Charts 2-C(a) & (b).

Chart 2-A(a)
Illinois Secondary Core Indicators

Academic Skill Attainment

1S1 Percentage of Career-Technical Education concentrators attaining a high school diploma.

Vocational Skill Attainment

1S2 Percentage of CTE concentrators meeting the state standards for workplace skills as assessed by the Illinois Workplace Skills Assessment.

Secondary School Diploma Attainment

2S1 Percentage of CTE concentrators attaining a high school diploma.

Placement in Employment and/or Postsecondary Education

3S1 Percentage of CTE completers (as determined in 2S1) with valid social security numbers who were employed in the 2nd quarter after their graduation and/or who were enrolled in postsecondary education during the school year following their high school graduation.

Female and Male Learners' Participation in Nontraditional Programs

4S1 Percentage of learners enrolled in CTE programs leading to occupations that are nontraditional for their gender.

4S2 Percentage of learners who completed CTE programs leading to occupations that are nontraditional for their gender.

Definition of Secondary Threshold and Concentrator

When a secondary student has earned two Carnegie units of credit at the training level (typically 11th and 12th grades) in a program area, they have achieved the threshold and are considered a concentrator who will be included in the various measures.

Chart 2-A(b)
Illinois Postsecondary Core Indicators

Academic Skill Attainment

1P1 Percentage of occupational program majors who meet the threshold and complete an occupational certificate or associate degree or who are still enrolled or have transferred (composite) within five years of enrollment.

Occupational Skill Attainment

1P2 Percentage of occupational program majors who meet the threshold and complete an occupational certificate or an associate degree or who are still enrolled or have transferred (composite) within five years of enrollment.

Program Completion

2P1 Percentage of occupational program majors who meet the threshold and complete an occupational certificate or an associate degree within five years of enrollment.

Placement in Employment and/or Continuing Postsecondary Education

3P1 Percentage of program completers in a given fiscal year who were employed in the 3rd quarter after graduation and/or who were enrolled in the Illinois public higher education (recorded in the shared database) in the academic year following program completion.

Retention in Employment

3P2 Percentage of program completers that were employed in the 3rd quarter (as determined in 3P1) and still employed in the 4th quarter after program completion.

Nontraditional Program Participation

4P1 Percentage of learners enrolled in occupational programs leading to occupations that are nontraditional for their gender.

4P2 Percentage of learners who completed occupational programs leading to occupations that are nontraditional for their gender.

Definition of Postsecondary Threshold and Concentrator

When a postsecondary student earns 12 credit hours during an academic year with the objective to complete a degree or an occupational certificate and the intent to enter a new occupation or improve their occupational skills, they have achieved the threshold and are considered a concentrator who will be included in the various measures.

Chart 2-B(a)
FY 2001
Illinois Secondary Core Indicators and Performance Goals

A. **1S1 Academic Skill Attainment (Interim)**
Percentage of CTE concentrators attaining a high school diploma.

FY 1997 Baseline: 92.38%
FY 2001 Projected Performance: 92.38%

B. **1S2 Vocational Skill Attainment**
Percentage of CTE concentrators meeting the state standards for workplace skills as assessed by the Illinois Workplace Skills Assessment.

FY 1998 Baseline: 49.29%
FY 2001 Projected Performance: 50.29%

C. **2S1 Secondary School Diploma Attainment**
Percentage of CTE concentrators attaining a high school diploma.

FY 1991 Baseline: 92.38%
FY 2001 Projected Performance: 92.38%

D. **3S1 Placement in Employment and/or Postsecondary Education**
Percentage of CTE completers (as determined in 2S1) with valid social security numbers who were employed in the 2nd quarter after their graduation and/or who were enrolled in postsecondary education during the school year following their high school graduation.

FY 1997 Baseline: 60.94%
FY 2001 Projected Performance: 61.94%

E. **4S1 Female and Male Learners' Participation in Nontraditional Programs**
Percentage of learners enrolled in CTE programs leading to occupations that are nontraditional for their gender.

FY 1998 Baseline: 15.66%
FY 2001 Projected Performance: 15.91%

F. **4S2 Female and Male Learners' Completion of Nontraditional Programs**
Percentage of learners who completed CTE programs leading to occupations that are nontraditional for their gender.

FY 1998 Baseline: 14.65%
FY 2001 Projected Performance: 14.90%

Chart 2-B(b)
FY 2001
Illinois Postsecondary Core Indicators and Performance Goals

G. **1P1 Academic Skill Attainment (Interim)**
Percentage of occupational program majors who meet the threshold and complete an occupational certificate or associate degree or who are still enrolled or have transferred (composite) within five years of enrollment.

FY 1997 Baseline: 63.51%
FY 2001 Projected Performance: 64.51%

H. **1P2 Occupational Skill Attainment (Interim)**
Percentage of occupational program majors who meet the threshold and complete an occupational certificate or associate degree or who are still enrolled or have transferred (composite) within five years of enrollment.

FY 1997 Baseline: 63.51%
FY 2001 Projected Performance: 64.51%

I. **2P1 Program Completion**
Percentage of occupational program majors (PCS 1.2) who meet the threshold who complete an occupational certificate or associate degree within five years of enrollment.

FY 1997 Baseline: 48.79%
FY 2001 Projected Performance: 49.79%

J. **3P1 Placement in Employment and/or Continuing Postsecondary Education**
Percentage of program completers in a given fiscal year who were employed in the 3rd quarter after graduation and/or who were enrolled in the Illinois public higher education (recorded in the shared database) in the academic year following program completion

FY 1997 Baseline: 77.63%
FY 2001 Projected Performance: 78.63%

K. **3P2 Retention in Employment**
Percentage of program completers that were employed in the 3rd quarter (3P1) and still employed in the 4th quarter after program completion.

FY 1997 Baseline: 94.7%
FY 2001 Projected Performance: 94.7%

L. **4P1 Nontraditional Program Participation**
Percentage of learners enrolled in occupational programs leading to occupations that are nontraditional for their gender.

FY 1999 Baseline: 13.98%
FY 2001 Projected Performance: 14.48%

M. **4P2 Nontraditional Program Completion**
Percentage of learners who completed occupational programs leading to occupations that are nontraditional for their gender.

FY 1999 Baseline: 13.98% (3-year average from FY97-FY99)
FY 2001 Projected Performance: 12.67%

Chart 2-C(a)
Time Distribution Sheet

Employee Name	Time Distribution Work Sheet	
Semimonthly Period Ended		
Employee's Signature	Supervisor's Signature	Page__of__

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		Total	Served	Activity	Location
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Quarters			

INSTRUCTIONS
Indicate time period.
Break days into quarters – four quarters per day
Account for 100% of time.
Identify population served – (for local planning purposes) Students with Disabilities (H), Disadvantaged (D), Limited- English- Proficient (LEP), Nontraditional (NT) (Optional and for your planning purposes)

SD (Individuals with Disabilities)
ED (Economically Disadvantaged)
AD (Academically Disadvantaged)
LE (Limited English Proficient)
NT (Not Necessary to Input)
SP (Single Parent)
DH (Displaced Homemaker)

Activity
Examples
1. Inservice
2. Technical Assistance
3. Assessment
4. Planning and Coordination
5. Development/Adaptation of Materials
6. Interagency Collaboration
7. Professional Development
8. Direct Student Contact
9. Outreach/Recruitment
10. Placement
11. Transition
12. Sick Leave
13. Vacation Day, Personal Day
14. Duties not related to "Special Populations"
15. ____________________
16. ____________________

Chart 2-C(a) (continued)
Activity Code Descriptions

The Time Distribution (TD) Sheet sample forms contain several activity codes designed specifically for special populations coordinating personnel. Explanations of the first II codes on the TD sheets are provided below. Activities should be written to fit local needs.

1. **Inservice:** Provision of inservice activities for career-technical education staff, special education staff, remedial staff, counselors and administrators, tutors, and paraprofessionals
2. **Technical Assistance:** Consultation service provided to a client to meet specific needs
3. **Assessment:** Assessment or coordination of assessment of special populations students
4. **Planning and Coordination:** Planning and Coordination of supplementary services for special populations students
5. **Development/Adaptation of Materials:** Identification/development of special instructional materials and/or adaptation of existing career-technical education materials
6. **Interagency Collaboration:** Collaboration with other agencies providing services to special populations students
7. **Professional Development:** Activities that increase the knowledge and/or ability of staff members to function in their positions. This would include attendance at seminars, conferences, etc.
8. **Direct Student Contact:** Working directly with students, e.g., tutoring
9. **Outreach/Recruitment:** Activities designed to attract and enroll special populations students into career-technical education programs
10. **Placement:** Activities designed to place students into additional training or education, military service, or employment
11. **Transition:** Activities designed to assist students in the outcome-oriented process of going from school to employment and/or further education/training

Chart 2-C(b)
Time Distribution Sheet

Employee Name	**Jane Doe**	Time Distribution Work Sheet	
Semimonthly Period Ended	**9/16-30/99**		
Employee's Signature		Supervisor's Signature	Page__of__

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		Total Quarters		Served	Activity	Location
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
2						**2**	**4**				**2**		**4**			**14**			**4**	**Office**
2					**4**	**2**					**2**			**4**			**14**		**15**	**Office**
	4																**4**		**16**	**School A**
				4												**4**			**6**	**DORS Office**
								4									**4**		**15**	**School B**
												4				**4**			**3**	**School C**
																22	**22**	**Total - 44 quarters this pay period**		

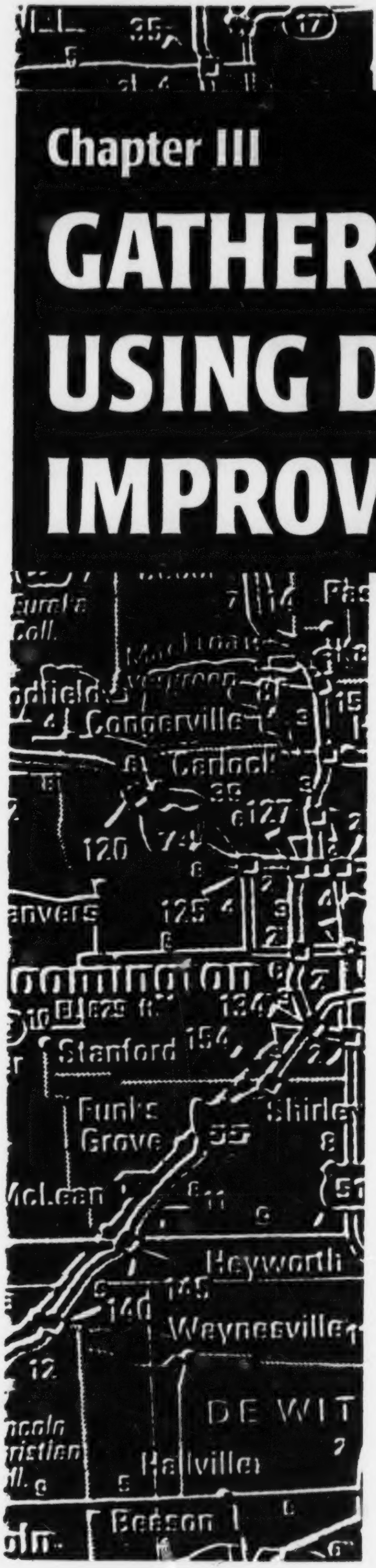
** Jane Doe is 1/2 time Special Populations Coordinator and 1/2 time Tech Prep Coordinator

INSTRUCTIONS
Indicate time period.
Break days into quarters – four quarters per day.
Account for 100% of time.
Identify population served – (for local planning purposes) Students with Disabilities (H), Disadvantaged (D), Limited- English- Proficient (LEP), Nontraditional (NT) (Optional and for your planning purposes)

SD (Individuals with Disabilities)
ED (Economically Disadvantaged)
AD (Academically Disadvantaged)
LE (Limited English Proficient)
NT (Not Necessary to Input)
SP (Single Parent)
DH (Displaced Homemaker)

Activity
Examples

1. Inservice
2. Technical Assistance
3. Assessment
4. Planning and Coordination
5. Development/Adaptation of Materials
6. Interagency Collaboration
7. Professional Development
10. Placement
11. Transition
12. Sick Leave
13. Vacation Day, Personal Day
14. Duties not related to "Special Populations"
15. Tech Prep Planning
16. Tech Prep Inservice/Staff Development


Congerville
Carlock
Danvers
Stanford
Funks Grove
Shirley
McLean
Heyworth
Waynesville
DE WIT
Hallville
Beeson

Chapter III

GATHERING AND USING DATA TO IMPROVE PERFORMANCE

A. Collecting and Reporting Data in Illinois
B. Designing a Systemic Improvement Process

Planning the Itinerary

CHAPTER III
Gathering and Using Data to Improve Performance

Perkins mandates continual improvement.

The Perkins Act is one of several laws advocating continuous improvement. Through its core indicators and performance measures, the act mandates that educators regularly examine programs and activities to improve the quality of teaching and learning. Educators are encouraged to apply the data for program improvement systemically at all levels, including the classroom, department, program, agency, region, and state. (See summaries of education reform laws and initiatives in Chapter V, Crosswalk with Other Initiatives, Part II: Common Themes and Interface of Educational Reform Laws.)

Use data to improve.

The ultimate goal of collecting data and achieving Perkins accountability measures is to help LEAs and State agencies continuously improve. Perkins performance measures are set so that LEAs can demonstrate their success and identify areas for improvement. Measuring progress, being accountable for results, and making changes based on reliable data are vital aspects of continuous program improvement (U.S. Department of Education, 1999b).

Professional Development Tip: Invite local data collection personnel to describe systemwide data collection practices.

At a time when data, performance measures, and standards are leading the reform, it becomes critical to collect, monitor, and understand what information is most relevant to achieving the goals. Most LEAs maintain a variety of data, but do not examine the data in a systematic way to assess the quality and value of what they are collecting.

For continuous improvement to occur, teams and individuals must develop a process that identifies goals, strengths, and weaknesses. They must also develop strategies and methods to monitor the process. Performance improvement requires broad participation, with input from diverse stakeholder groups. The Illinois State Plan provides for this essential input through participatory planning. Basically, participatory planning is a systematic process that provides procedures for making learners, parents, educators, and community residents viable parts of the educational decisionmaking process. This process includes planning, implementing, and evaluating career-technical education (CTE) programs and support services for special populations students. Participatory planning is outcome-oriented and leads to learner employability and/or preparation for further training. In addition to the participants suggested, the following stakeholders should be considered:

Participatory planning minimally includes the following individuals:
- *Learners*
- *Parents*
- *Instructors*
- *Employers*
- *Other community leaders*

- Learners
- Parents
- Instructors
- Employers
- Other community leaders
- Department chairs
- Career or guidance counselors
- Principals and other school administrators
- Other school staff members
- Superintendents and other district administrators

- School board members
- Union leaders
- State or regional education agency staff members
- Postsecondary education representatives

Certain activities are integral to effective participatory planning. The following are key responsibilities of the participatory planning committee:

Key responsibilities of the participatory planning committee

- Evaluate current and needed CTE programs and activities.
- Improve communication among parents, learners, educators, and community residents.
- Analyze support services for special populations learners.
- Identify long-range professional development needs.

Section A: Collecting and Reporting Data in Illinois

Each district must submit its performance information completely and correctly to ISBE to remain eligible to receive Perkins funds. To assist in collecting and reporting performance data, ISBE developed the Illinois Student Information System (ISIS) for Secondary Career and Technical Education Program. ISIS provides a database of annual student records; in addition, ISBE's Performance Management Information System software tabulates the required performance information and returns it to each local district for use in school improvement planning.

Chart 3-C: CTE Codes and Short Definitions

The systematic collection of appropriate data is useful for identifying the gaps in the learners' progress toward mastery of knowledge and skills, and ultimately, for evaluating program improvement. For special populations learners, the identification of areas needing improvement is particularly important to ensure that all learners are receiving equal access and quality programs. (See Chart 3-C: Career-Technical Education Special Populations Codes and Definitions.)

Resource: FERPA Information, Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605, (202) 260-3887, fax (202) 260-9001

With greater focus on performance outcomes for all learners in Perkins III, the success of special populations students is essential to meet and exceed the performance levels of the individual educational entities and the entire state. It becomes critical that special populations student data are collected and accurate. For secondary CTE programs, ISIS provides valuable performance information to help LEAs monitor their performance for continuous improvement. Chart 3-A(a): Illinois Student Information System contains a comprehensive list of required and optional data elements for program improvement. Local districts are required to enter requested student demographic and course enrollment information. The State Board's authority to collect the course and student data entered into ISIS is provided by the federal Family Educational Rights and Privacy Act (FERPA). This act requires that all student information collected be maintained and safeguarded by the State Board. Student names, social security numbers, and other personal identification numbers will be kept confidential and will only be used to meet Perkins reporting requirements. Chart 3-A(b): Collecting social security numbers provides some advice and procedures. Obtaining social security numbers enables the State to match data with higher education and employment records to determine what happens to students after they leave high school. It is essential that schools inform students that supplying their social security numbers is voluntary and that this information will be used only for educational research.

Illinois data system is ahead of the race.

To meet the accountability and data collection requirements of Perkins III, Illinois is building upon and adjusting its current data collection and reporting systems. Rather than reinventing a system and creating undue hardship for local programs, data related to the attainment of performance measures are being integrated with present practices for improved reporting of information. Increased importance on learner participation and completion of nontraditional occupation, ISBE, ICCB, and Occupational Information Coordinating committee have worked together to develop a method for establishing Illinois' list of nontraditional programs. Chart 3-B: List of Nontraditional Programs provides Classification of Instructional Programs (CIP) in nontraditional occupations and is available for both secondary and postsecondary institutions to use in gathering data.

Performance Management Information System

The ISBE developed the Performance Management Information System (PMIS) in response to the Perkins II call for a standards and measures system for use in local educational program evaluation processes. At the State level, PMIS functions as an information and accountability system, tracking learner progress and program improvement strategies. Each school year, ISBE staff updates the database that contains individual learner records for grades 9-12 and for community college students. The data is disaggregated, and reports are generated for selected cohorts as necessary for the purposes of evaluating their progress. As required in the law, the State reports on the success of each special population category.

A comprehensive PMIS is the basis for . . .

- *setting standards.*
- *directing resources.*
- *conducting comparisons.*
- *reviewing performance.*
- *conducting analysis.*

Illinois Student Information System

In 1998, ISBE created the Illinois Student Information System (ISIS), a performance information software package, to replace the Vocational Information Management System (VIMS). Although the basic functions of VIMS are still retained, several enhancements, such as additional input fields to customize the software to the users' needs have been added. Regional school and course information can be maintained for multiple fiscal years, allowing planning efforts to be noted for the next school year. Data are separately maintained in local school databases instead of regional databases housing all schools. Additional data elements for Education-to-Careers initiatives have been incorporated into the ISIS to track each learner's Individualized Career Plans (ICPs), career pathways selected, and work-based learning activities experienced. The new updated ISIS includes user-defined fields, additional enrollment statuses, support services, and more user-friendly options.

ISIS: Data collection system for secondary LEAs

Resource: ISIS Training Support, Office of Educational Services, (800) 252-4822, www.oes.siu.edu

All learners—not only those enrolled in CTE courses—can be entered into the student record database, allowing a broad range of reporting capabilities. Reports reflecting learner progress are designed with a great deal of flexibility for student selection criteria. The new updated ISIS allows 6th to 12th graders to be entered. This makes it possible to increase the number of reporting options available while decreasing the number of reports maintained within the system. For example, the ISIS can track work-based leaning activities to show evidence of integrated curriculum. In addition, the equitable participation, successful completion, and skills attainment of special populations can be extracted from the ISIS by special populations categories.

Increased reporting options

Special populations codes

Identification codes of special populations learners are still required but are simplified in the new version. With the changes of Perkins III special populations definitions, ISBE has modified the ISIS codes to reflect the

Codes for special populations learners simplified

Charts 3-C, 3-D, and 3-E(a) show code changes.

current law. Chart 3-C: Career-Technical Education Special Populations Codes and Definitions, provides an updated list and description. Please note that single parents and displaced homemakers have been added to the special populations codes. For a quick overview of the changes from the old to new codes, see Chart 3-D: Changes in Identification Codes. The old codes will not be acceptable in ISIS and will generate errors. ISIS users must revise and update the ISIS specifications to reflect the changes before uploading learner information into ISIS programs.

Charts 3-E(a) & (b)

Instead of subcategories of individuals with disabilities, only one code for disability conditions is required; however, for greater accuracy and performance analysis, subcategories of the disability conditions under Perkins III are still available for local use. ISBE has modified the special populations H-codes so that they are within the State and federal guidelines and aligned with the special education categories and definitions. Please refer to Chart 3-E(a): Changes in Special Populations H-Codes and Chart 3-E(b): Disability Conditions. LEAs are encouraged to use the H-codes to better monitor the performance of individuals with disabilities.

Special populations data strongly encouraged but not mandated.

Charts 3-F(a) & (b)

Unlike Perkins II, Perkins III does not mandate the monitoring of equitable participation nor require data on supplementary services for special populations; however, to fully support learners, identification and support services data should be gathered to determine both the need and the effectiveness of the support services. The State recognizes that support services are critical to overcoming barriers that special populations students may have to successfully participate in CTE programs. ISBE has updated the ISIS service and activity codes to reflect the suggested supports necessary to assure successful performance for special populations students. Chart 3-F(a): New Service and Activity Codes and Chart 3-F(b): Definition of Services and ISIS Codes are intended to help LEAs to assess their special populations learners' needs and to monitor the services and activities provided. Since not all activity and support services are allowable expenditures through Perkins funds, collaboration with other funding sources and personnel is required to leverage Perkins dollars with other available resources.

The State has provided guidelines regarding services and expenditures applicable to various categories of special populations learners. Chart 3-G: Funding Matrix of Supplementary Services for Special Populations can assist in determining services that are eligible for Perkins funding. The intended use of these charts is to assist LEAs, maximize and leverage local and federal dollars with other sources, and to help local entities determine additional services that may be needed by any population. (Excerpts from ICCB and ISBE, July 25, 2000)

Illinois Community College Board's Management Information System (ICCB-MIS)

ICCB-MIS: Data collection system for community colleges

In 2000-2001, colleges will report special populations.

The Illinois Community College Board (ICCB) maintains a separate Management Information System (MIS) for data related to all learners participating in the State's community colleges. The data consists of individual student records on a number of variables of interest to ICCB and the college. ICCB-MIS includes data on learner classification by curriculum, course enrollment, credit hours, occupational follow-up, special populations, and other data related to the Perkins III core indicators. The data collected from all the community colleges are incorporated into the PMIS (ISBE, 2000a).

Collecting Useable Data at the Postsecondary Level

The critical considerations involved in data collection are (1) the need for the data, (2) value of the data collected, and (3) the time available to manage the information once it is collected. Although all data has some value, its relative worth to program improvement is determined by its relationship to worker time and volume of data. Therefore, it is crucial for program administrators to develop the ability to weigh these factors and make decisions about data collection based upon the available resources and the subsequent uses of the information. The process outlined below may assist in making these decisions to the best advantage of the program:

Things to consider:
- *Need for the data*
- *Value of the data*
- *Time to manage the data*

1. Determine the data that you need.
   - Look closely and carefully at the reports for which data are needed.
   - Consider the questions that are repeatedly being asked but haven't been answered. Answers to recurring questions result in better management.
   - Analyze the process that is in place and the information personnel use to communicate and report.
   - Anticipate the demands of new initiatives. For every known reporting variable there will be at least two unknowns variables. Growth lies in the unknown variables.

Professional Development Tips:
- *Invite local and State data collection personnel to describe data collection value and actual or potential data uses.*
- *Become familiar with database software.*
- *Hold a session with colleagues to share methods for collecting data individually and agencywide.*
- *Publish or disseminate and discuss data showing improvement.*

2. Assess existing information before making new forms and processes.
   - What data have been collected for other reasons? By whom has it been collected?
   - Access the data for your purposes.
   - Identify your program's usable data.
   - Identify your institution's usable data.
   - Be aware of confidentiality issues.
   - Assess all data for validity.
   - Assess data applicability.
   - Assess data volume.
   - Constantly consider how the data relate to existing reports.
   - Constantly consider how the data relate to the unanswered questions.
   - Don't include it unless they have more value than the time required to enter them.

3. Work toward systems and procedures that eliminate paper.
   - Identify strategies or procedures that will get data into the computer as quickly as possible.
   - Biographical data are often entered in more than one database in the same institution. Work toward shared databases or electronic conversion of information from database to database.
   - Rely on databases as the final repository. This will result in less reliance on paper and ultimately more accurate reports.
   - If paper forms must be used to collect data, minimize the number of forms used.

Share your database.

Understand your data.

4. Know your data.
   - Personalize the data collection system by empowering all levels of staff involved to claim the importance of their parts in the data collection process.
   - Report writers should understand the data entry process. The user is ultimately responsible for identifying problems and beginning the process to repair the problems. Therefore, learn from those who understand the collection and entry of your data. In many cases, the staff members who enter the data know it better that the users or report writers.
   - Don't reinterpret data. Be very cautious of data that must be coded before it is entered. Coding takes time. Complicated criteria are required in coding and they often result in errors. Coded data are interpreted data and can, therefore, be misleading.
   - Don't overinterpret the data. Data collection is a quantitative process; don't try to make it something it's not. Resist the urge to convert qualitative data into quantitative data. The conversion is always relative to the converter. If converted data are used, be cautious when relying on them in reports.

Empower others to collect relevant data.

Analyze the data.

5. Analyze the data as they are entered, and use the analysis as the basis of reporting.
   - Reporting and analysis is the most profitable product of a database. The process loses credibility with participants if no action or benefits are seen.
   - Partially recorded data cost workers time and yield no value.
   - Data entry is the cost of a database.
   - Check to be sure that the data is entered properly.
   - Check to be sure that the database stores the information intended.
   - Check to be sure that the reports that you need can be written with the data available.

Professional Development Tip: Arrange for a workshop on basic statistics.

Write the report.

6. Write the reports that the end user requests.
   - Information compiled to complete any report is wasted if action is not taken to complete the report.
   - Staff time is wasted if the data are not seriously considered and used to improve programs.
   - The value of any database lies in how the data are used.
   - The end users know what they need better than the report writer.
   - Reports that can only be interpreted by the writer may be of limited value.
   - The best reports are written by the end user for their own use.

Contributed by Bobby Peak, Southeastern Illinois Community College.

Section B: Designing a Systemic Improvement Process

In keeping with this process and activities, MPR Associates, a leading educational consultant firm, has designed an approach with worksheets and charts to help stakeholders support local performance improvement initiatives. The workbook, *At Your Fingertips: Using Everyday Data to Improve Schools* (Levesque, Bradby, Ross, Teitelbaum, & MPR Associates, 1998) provides a systemic approach to assist educators advance to a common goal to use data to improve performance and to recognize hard-won accomplishments. The following are descriptions of six steps for continuous improvement adapted from the MPR workbook:

Resource: At Your Fingertips: Using Everyday Data to Improve Schools

Step One	Establish Goals
Step Two	Identify Related Outcomes, Practices, and Resources
Step Three	Determine Data Sources and Indicators
Step Four	Examine the Data
Step Five	Set Performance Targets
Step Six	Monitor Performance Over Time

Step One: Establish Goals

Having goals helps drive performance.

Establishing goals helps drive performance. Perkins III has defined the core indicators, and the State has established the performance goals for each LEA. Illinois has aligned the State goals with the national objectives defined in Perkins III and has attempted to make them meaningful, realistic, and complementary to other state and national educational reform initiatives. Use Chart 3-H: Establishing Goals for Improvement as needed to determine local goals.

Chart 3-H

Step Two: Identify Related Outcomes, Practices, and Resources

Where do you want to be?

Once the goal is established, identify the specific outcomes you are interested in measuring. It may be participation or completion rates in CTE programs or workplace readiness skills. See Chart 3-I: Determining Outcomes, Practices, and Resources for a template to identify outcomes, practices, and resources.

Chart 3-I

- Determine the Performance Indicators or Outcomes

  List the outcomes you want learners to gain and achieve. Performance indicators are statistics that help measure progress on your outcomes, practices, and resources. Indicators are usually expressed as counts, averages, percents (%s), or rates. Use Chart 3-J: Examples of Learner Outcomes as needed.

Chart 3-J

- Identify the Educational Practices

  List the strategies to achieve or improve your targeted learner outcomes, including curriculum, instruction, assessment methods, and supporting structure. Use Chart 3-K: Examples of Educational Practices as needed.

Chart 3-K

Professional Development Tip: Attend an ISIS training class.

Chart 3-L

- Identify the Educational Resource

  List the resources you have, including learners, staff, community support, physical plant, equipment, and budget. Think outside the box and look for other sources. Use Chart 3-L: Examples of Educational Resources as needed.

Chart 3-M

- Evaluate the Relationships of the Outcomes, Practices, and Resources

  Use Chart 3-M: Evaluating Outcomes, Practices, and Resources to help evaluate whether the relationships you identified in Chart 3-I are strong enough to justify data collection, support data analysis, and lead to valid conclusions.

After reviewing the examples, consider the following questions:

- What learner outcomes do you think are the most important for your goals?
- What educational practices do you think are most important for your goals?
- What educational resources do you think are most important for you goal?

How do you get where you want to be?

Step Three: Determine Data Sources and Indicators

As previously described, Illinois is fortunate to have the PMIS and ISIS, which provide data on the progress of CTE learners and members of special populations. It is important to align Perkins data sources with the broader objectives of school/program improvement. By integrating Perkins data into school/program improvement, LEAs can examine Perkins data for other purposes: (1) to track progress, (2) to compare against other benchmark goals, and (3) to find patterns that reveal progress or weakness over time. The information from PMIS and ISIS can shed light on which groups of learners are performing well, which are losing ground, and what programs and services are the most effective.

Use PMIS/ISIS data collection system to help . . .
- *track progress.*
- *compare against other benchmark goals.*
- *find patterns.*

Use other existing data sources.

PMIS and ISIS cannot meet the LEAs' total information needs, however, and supplemental data should be reviewed. This is especially true for members of special populations. Additional data and monitoring may be necessary to provide timely intervention. The following charts and worksheets from *At Your Fingertips* emphasize using existing data to supplement the PMIS and ISIS data as well as other data sources for information on instructors, the administration, and the LEAs:

Chart 3-N

- Chart 3-N: Examples of Common Available Data Sources

  This chart lists other data sources to complement the information already compiled by PMIS and ISIS.

Chart 3-O

- Chart 3-O: Priority Data Sources and Corresponding Performance Indicators

  This chart provides a list of data sources and corresponding performance indicators that can supplement Perkins data.

- Chart 3-P: Determine Your Data Sources and Performance Indicators

  Refer to the specific outcomes and related practices you identified in Chart 3-I and determine the data sources and indicators. Performance indicators help paint a picture of systemic performance and identify practices that improve learner outcomes. This worksheet can assist in identifying your local data sources to help with the monitoring and evaluation of performance.

Chart 3-P

The following are some questions to consider in relation to the goals:

- What relevant information do you personally collect, see, or use in a typical day?
- What relevant information do you know of that is collected by other teachers, departments, programs, or offices at your site? By an outside office or agency?
- What kinds of relevant information are used to support decisions actions, and changes at your site?
- What do you already know about your school's performance on these goals? Where did you get your information? What existing data sources could be tapped to inform your goals?
- What new sources of information might be helpful?

Professional Development Tip:

- *Get to know the other departments that collect data.*
- *Invite the president or principal of your institution to your meetings.*

Step Four: Examine the Data

After identifying the data sources and developing performance indicators, it is time to gather, examine, and interpret the data. A critical piece to continuous improvement is constantly monitoring and evaluating reliable data. Good data can help clarify how LEAs can most effectively dedicate their energy and resources for the greatest improvement and impact. Ongoing analyses of data can determine timely program adjustments and proactive intervention.

Gather, examine, and interpret the data.

Questions to consider in examining the data:

- Is the collection of data reliable and valid?
- What is the spread or distribution of your data?
- How can you translate the data into concrete terms?
- Is there a difference among important subgroups?
- Is there a relationship among the outcomes, practices, and resources data?
- Is your data analyzed and communicated clearly?

Use Chart 3-Q: Evaluate Your Outcome Data to help you with the process.

Chart 3-Q

Step Five: Set Performance Targets

Set performance targets that are specific and measurable. It is also useful to set targets for related practices and resources to help achieve the performance measures.

How will you know when you get there?

Perkins III performance measures are measurable targets that have been set for the Perkins core indicators. ISBE and ICCB have set appropriate performance measures for the Perkins core indicators for each LEA based on available data from PMIS and ISIS. It is advised that LEAs consider reviewing their performance targets with important stakeholder groups and compare their performance with that of exemplary schools or programs, national averages, and State and national performance standards.

Chart 3-R

The authors of *At Your Fingertips* also recommend setting targets for resource indicators. For example, your LEA might decide to reduce your learner-instructor ratio from 25 to 17. Although reaching your target of 17 learners per instructor may take considerable effort, setting this performance target can help generate a healthy discussion about how best to allocate staff resources at your institution. Use Chart 3-R: Review for Improvement to consider relevant State and national performance standards and questions for continuous improvement and change.

Questions to consider in setting performance targets:

- ➤ What types of educational performance standards are being used in your locality or state?
- ➤ What local stakeholder groups could contribute information on appropriate performance levels for your learners?
- ➤ Among your peer institutions, which agencies are known for their exemplary performance?
- ➤ What data are available to compare programs or schools?

Identify strategies to improve performance.

Charts 3-S and 3-T

Chart 3-S: Evaluate Performance on Your Outcome Indicators can help with the process of setting realistic performance targets. Use Chart 3-T: Develop Improvement Strategies to identify strategies to improve performance on your indicators with team members.

Monitor progress over time.

Step Six: Monitor Performance Over Time

Identify priorities, set improvement targets, and assign goals.

Using the data requires monitoring progress over a period of time. Trends in data can reflect how members of special populations are doing in CTE programs, how well learners are transitioning into work or further training, what subgroups of special populations are performing well or need support, and which support services have the most significant impact. Using the data can help identify priorities, set improvement targets, and assign goals. The data can also reveal the impact of which strategies are successful and which strategies need improvement.

Do you need to revise your goals or methods?

To generate useful information, review the hard data as well as conduct personal interviews, learner surveys, observations, and focus groups. Document these and include with reports when appropriate. The personal testimonies and interviews often reveal more in-depth information about the impact of the services and supports provided. For continuous improvement, it is vital to scrutinize the data and conduct formal and informal assessments of progress.

If you see a trend in your performance indicator data, ask yourself the following questions:

- Are there apparent trends in any of your learner outcome indicators? If so, what are they? If you do not have trend data, what is our general impression of how learners have performed on your outcome indicators in recent years?
- Why do you think performance is headed in this direction?
- Do you have any practice or input data to back up your hypotheses?
- What additional information do you need to investigate further?
- Which practices, support services, or strategies that are already in place at your school do you think will improve performance on your indicators over time?
- What additional practices, supports services, or strategies might you adopt to improve performance on your indicators?

Is there a trend?
- *Transitions*
- *Performance of special populations subgroups*
- *Effectiveness of support services*
- *Impact of strategies*

A continuous improvement process does not have a clear beginning or end, and is constantly a work in progress. Monitoring the data requires a commitment by the entire educational system. Data monitoring also requires ongoing support; a willingness to self-evaluate; and careful analysis of practices, outcomes, and the uses of resources.

A continuous improvement process does not have a clear beginning or end, and is constantly a work in progress.

Questions to consider for continuous improvement:

- How are you performing on your core indicators?
- Are you progressing toward your performance measures?
- Why are you at your current level of achievement?
- How can you get better?

Professional Development Tip: Discuss continuous improvement questions as a team.

Chart 3-U: Monitor Performance is a sample template to monitor your performance over the year(s).

Chart 3-U

As evidenced in this chapter, Perkins core indicators and performance measures are useful in helping educators to improve performance and the overall programs and supports offered to learners. The systematic approach presented by MPR Associates ensures that educators analyze and modify programs based on continuing assessment and data analysis. As the process presented here is followed, various needed practices, support services, and/or strategies will be recognized as part of a continuum of quality support.

Chapter IV, Continuum of Quality Support for Learners, describes what a system of quality service delivery entails. When the services in this system are provided and the results recorded, valuable baseline data in regards to learner performance and specific needs for improvement are obtained. This supportive, systemic process assures that learners will receive the opportunity to meet or exceed State-adjusted levels of performance.

Making Data Your Friend
- *Build on data and information you already collected.*
- *Seek expert help for complex data collection and analysis tasks.*
- *Make decisions based on data.*
- *Use the best practices of educational reform strategies.*
- *Use research-based instructional strategies.*

Chart 3-A(a)
Illinois Student Information System (ISIS) List of Data Elements

ISIS serves two important functions. Course and student data elements entered into the system generate the approved career-technical education course enrollment reimbursement data that provide access to accountability outcome data. Local districts are required to enter requested student demographic and course enrollment information. Listed below are the various data elements, along with the designation of required or optional. The optional items have been added over the years to assist local districts in meeting other reporting requirements and to generate data that is useful for local program improvement activities. The following data are included in ISIS:

1. **Regional/Local Course Data – Required**

   Each regional course must include an identification number, CIP code, name, credits, approval level, instructional approach, semesters to complete, etc. This information is based upon the approval status of the course as assigned by ISBE.

2. **Enrollment Data – Required**

   Data in this field primarily includes the enrollment of students, by student ID, in approved courses. Student enrollment data and course information generate the reimbursement claim based upon the formula contained within the ISIS software.

3. **Student Record – Required/Optional**

   The following specific data elements are contained in the student record. Please note that some are required while others are optional. The optional items are recommended for local use to assist in building a complete database.

Reporting School ID	Required	Racial/Ethnic	Required
Student ID	Required	Enrollment/Graduation Status	Required
Last Name	Required	Tech Prep CIP	Required
First Name	Required	Grade	Required
Middle Name	Optional	ICP	Optional
Street Address	Optional	Career Interest Area	Optional
City	Optional	Overage/Underachiever	Required
State	Required	Special Populations Code	Required
Zip	Optional	Service Code	Optional
Phone	Optional	Assessment Code	Optional
Home School ID	Required	Guidance Code	Optional
Gender	Required	Transition Code	Optional
Social Security Number (SSN)	**	WBL Code	Optional
Birth Date	**		

** Birth date or SSN (only one is needed – preferably SSN; see Chart 3-A[b])
Source: ISBE Memorandum, January 2000.

Chart 3-A(b)
Collecting Student Social Security Numbers

Local districts wishing to receive state and federal funding for career-technical education must establish procedures to secure student social security numbers from those students enrolled in approved career-technical education courses. Students should be informed of the following:

- Disclosure of their social security numbers is "voluntary."
- The reason their social security numbers are being solicited and what authority is requesting them.
- No penalty will be imposed for failure of the students to disclose their social security numbers.
- Their social security numbers will be used only for educational research (see Section 7 of the Privacy Act of 1974, USCA Sec. 552a).

The following disclosure statement should be read or provided in writing:

> Disclosure of your social security number is voluntary. No legal right, benefit, or privilege will be denied as a result of any failure to disclose your social security number.
>
> Student social security numbers collected will be used for educational research purposes only and will primarily be used for employment tracking of vocational education program completers in accordance with the Carl D. Perkins Vocational Education Law, 20 U.S.C. Sec. 2301 et seq., and State law, Ill. Rev. Stat. 1987, ch. 122, par. 697.

Chart 3-B
List of Nontraditional Programs and CIP Codes

Staff from the Illinois Community College Board (ICCB), Illinois State Board of Education (ISBE), and the Illinois Occupational Information Coordinating Committee (IOICC/SOICC) have worked together to develop a comprehensive list of nontraditional programs for use at both secondary and postsecondary institutions in our State. The approach used to create the nontraditional occupation and instructional program clusters was based on the 1998 Current Population Survey (CPS) nationwide census information from the Bureau of Labor Statistics. Occupations from the CPS for which the percentage of women employed was at or below 25% were considered to be nontraditional for women, and occupations for which the percentage of women employed was at or above 75% were considered to be nontraditional for men. The next step was to determine (a) if there was an approved ISBE secondary or (ICCB/ISBE) postsecondary program and (b) if there was an appropriate Occupational Employment Statistics (OES) occupational title that corresponded with the nontraditional.

Nontraditional occupations for which both an Illinois instructional program and an appropriate OES occupational title could be found were included in the list of clusters. For each OES-CIP cluster in the final list growth rate percentages, salary ranges, program data, and enrollment/completer data were included.

Sources of this information include the following:

- Growth data from the 1996-2006 Substate Employment Projections System (IOICC)
- Wage data from the 1998 Occupational Employment Statistics Wage Survey (Illinois Department of Employment Security)
- Program data from the ICCB Curriculum Master File
- Enrollment/completer data from the ICCB 1999 Annual Enrollment and Completion (A1) report (FY1999)

Nontraditional Female List Organized by CIP Code

OES CODE	OES Occupational Title	Growth (%)	Middle Wage Range	CIP Code	CIP Title
21908	Construction & Building Inspectors	18.83	$31,700 - $47,240	460403	Construction/Building Inspector
34017	Announcers, Radio & Television	1.38	$12,230 - $25,080	90701	Radio and Television Broadcasting (Broadcast Journalism)
**22505	Electrical & Electronic Engineering Tech	13.95	$27,100 - $44,600	150303	Electrical, Electronic, and Communications Engineering Technology/Technician
**22505	Electrical & Electronic Engineering Tech			150403	Electromechanical Technology/Technical
22514	Drafters	2.55	$24,590 - $39,000	480101	Drafting, General
22514	Drafters			480102	Architectural Drafting
22514	Drafters			480103	Civil/Structural Drafting
22514	Drafters			480104	Electrical/Electronics Drafting
22514	Drafters			480105	Mechanical Drafting
22521	Surveying & Mapping Technicians	3.02	$20,650 - $33,700	151102	Surveying
97702	Aircraft & Flight Engineers	13.44	$28,100 - $76,800	490102	Aircraft Pilot and Navigator (Professional)
**49014	Salespersons, Parts	11.43	$17,140 - $33,380	80706	General Selling Skills and Sales Operations
61002	Fire Fighting & Prevention Supervisors	1.27	$41,250 - $67,390	430202	Fire Services Administration
63008	Fire Fighters	6.41	$19,180 - $44,080	430203	Fire Science/Firefighting
63011, 63014	Law Enforcement Occupations	11.82	$13,310 - $49,030	430107	Law Enforcement/Police Science
63023, 63032	Guards & Watch Guards	28.97	$13,830 - $19,910	430109	Security and Loss Prevention Services
63047					
81002	First Line Supervisors & Managers–Mechanics, Installers & Repairers	3.75	$27,460 - $49,210	520205	Operations Management and Supervision
**85302	Automotive Mechanics	13.15	$20,490 - $37,040	470604	Auto/Automotive Mechanic/Technician
85311	Bus, Truck Mechanics & Diesel Engine Spec.	9.39	$24,610 - $40,250	470605	Diesel Engine Mechanic and Repairer
89102	Tool & Die Makers	-2.99	$29,790 - $43,530	480507	Tool and Die Maker/Technologist
89108	Machinists	3.83	$21,670 - $35,630	480501	Machinist/Machine Technologist
89132	Sheet Metal Workers	3.24	$25,310 - $56,470	480506	Sheet Metal Worker
89311	Cabinetmakers and Bench Carpenters	9.92	$18,160 - $33,260	470501	Stationary Energy Sources Installer and Operator
95032	Stationary Engineers	-3.95	$34,380 - $50,000	470501	Stationary Energy Sources Installer and Operator

Nontraditional Female List Organized by CIP Code

OES CODE	OES Occupational Title	Growth (%)	Middle Wage Range	CIP Code	CIP Title
92543	Printing Press Operators & Tenders	14.09	$19,990 - $33,988	480208	Printing Press Operator
93914	Welders & Cutters	12.34	$20,970 - $31,140	480508	Welder/Welding Technologist
97102, 97105	Truck Drivers, Heavy/Tractor–Trailer & Light	17.39	$17,040 - $36,480	490205	Truck, Bus, and Other Commercial Vehicle Operator
97114	Taxi Drivers & Chauffeurs	0.18	$13,547 - $20,760	490205	Truck, Bus, and Other Commercial Vehicle Operator
71005	Farm Managers	8.33	$16,900 - $33,800	10101	Agricultural Business and Management General
71005	Farm Managers			10100	Agricultural Business and Management Cluster
79030	Gardeners & Groundskeepers	12.7	$15,730 - $27,705	10605	Landscaping Operations and Management

Notes: Due to a lack of program offerings, the following occupations/programs were eliminated from this list: Barber/Barber/Hairstylist; Office Machine Repairer/Business Machine Repair; Drywall Installer/Drywall Installation; Upholsterer/Upholstery; Butcher & Meatcutter/ Meatcutter.

Where multiple occupations are represented by one program, the totals have been rolled-up and growth % has been averaged. This includes the following occupations/programs: Law Enforcement Occupations/Law Enforcement-Police Science; Integrated Construction Occupations/Integrated Construction; Truck Drivers/Truck, Bus & Other Commercial Vehicle Operation.

Nontraditional Male List Organized by CIP Code

OES CODE	OES Occupational Title	Growth (%)	Middle Wage Range	CIP Code	CIP Title
15008	Medicine & Health Services Managers	25.49	$33,780 -$56,430	510702	Hospital/Health Facilities Administration
**32508	Registered Nurses	18.6	$30,870 - $45,220	511601	Nursing (RN Training)
27311	Recreation Workers	15.05	$11,860 - $18,120	512604	Therapeutic Recreation Assistants
**32905	Medical & Clinical Lab Technicians	16.17	$21,380 - $32,800	511004	Medical: Laboratory Technician
**32908	Dental Hygienists	44.55	$37,070 - $60,280	510602	Dental Hygienist
**32505	Licensed Practical Nurses	19	$21,940 - $32,220	511613	Practical Nurse (LPN Training)
**28399	AO Legal Assistants & Technicians	21.5	$26,560 - $47,860	220103	Paralegal/Legal Assistants
49011	Salespersons, Retail	13.89	$11,940 - $19,470	80706	General Selling Skills and Sales Operations
51002	First-Line Supervisors & Managers– Clerical and Administrative Support Occupations	20.09	$22,260 - $39,560	520204	Office Supervision and Management
55108	Secretaries, Except Legal & Medical	-3.35	$18,800 - $29,290	520402	Executive Assistant/Secretary
55302	Stenographers and/or Court Reporters	-0.19	$20,470 - $30,220	520405	Court Reporter
55305	Receptionists & Information Clerks	29.03	$14,540 - $21,960	520406	Receptionist
5314, 55321	Office Clerks	3.78	$13,520 - $29,120	520408	General Office/Clerical and Typing Services
**55338	Bookkeeping, Accounting, & Auditing Clerks	-4.62	$17,950 - $27,810	520302	Accounting Technician
53905	Teacher Aides & Education Assistants, Clerical	22.71	$12,480 - $18,660	131501	Teacher Assistant/Aide
62051	Cleaners/Servants, Private	-15.63	$11,610 - $18,820	200604	Custodian/Caretaker
66002	Dental Assistants	35.35	$16,950 - $24,830	510601	Dental Assistant
66011	Home Health Aides	79.17	$13,041 - $19,160	511615	Home Health Aide
**66008	Nursing Aides, Orderlies & Attendants	22.33	$13,730 - $17,950	511614	Nurse Assistant, Aide
**68005	Hairdressers, Hairstylists & Cosmetologists	18.02	$11,810 - $21,030	120403	Cosmetologist
**53502	Welfare Eligibility Workers & Interviewers	-24.93	$24,810 - $46,630	440701	Social Work
**68038	Child Care Workers	30.01	$12,080 - $19,320	200202	Child Care Provider/Assistant
**62041	Child Care Workers, Private Household	-7.94	$12,080 - $19,320	200202	Child Care Provider/Assistant

Notes: Due to lack of program offerings, the following occupations/programs were eliminated from this list: Waiter-Waitress/Waiter-Waitress & Dining Management. Where multiple occupations are represented by one program, the totals have been rolled-up and growth % has been averaged. This includes the following occupations programs: Office Clerks/General Office-Clerical & Typing Services.

Chart 3-C
Career-Technical Education
Special Populations Codes and Definitions

Codes	Definitions and Service Eligibility Criteria
SD	**Individuals with Disabilities** The term "individual with a disability" means an individual with any disability as defined in Section 3 of the Americans with Disabilities Act of 1990.* The term "disability" means with respect to an individual with (A) a physical or mental impairment that substantially limits one or more of the major life activities of such an individual, (B) a record of such an impairment, or (C) being regarded as having such an impairment. The term "impairment" does not include characteristics of or predisposition to illness or disease.
ED	**Individuals from Economically Disadvantaged Families, Including Foster Children** The term "economically disadvantaged family or individual" refers to such families or individuals who are determined by the Secretary to be low-income according to the latest available data from the Department of Commerce. A. Secondary level identification may be made by the following criteria: • Eligibility for free or reduced-price school lunch • Eligibility for participation in programs assisted under the Workforce Investment Act • Eligibility for TANF/public assistance funds • Annual income of the individual or family is at or below the national poverty level or the Self-Sufficiency Standard for Illinois B. Postsecondary level identification may be made by the following: • Recipient of a Pell Grant or comparable State program of need-based financial assistance • Annual income of the individual or family is at or below the national poverty level or the Self-Sufficiency Standard for Illinois • Participant or participant's family is a recipient of public assistance • Participant is eligible for participation in programs assisted under the Workforce Investment Act
NT	**Individuals Preparing for Nontraditional Training and Employment** The term "nontraditional training and employment" means occupations or fields of work—including careers in computer science, technology, and other emerging high-skill occupations—from which individuals from one gender comprise less than 25% of the individuals employed in each such occupation or field of work.
SP	**Single Parents, Including Single Pregnant Women** The term "single parent" means an individual who (A) is unmarried or legally separated from a spouse and (B)(i) has a minor child or children for which the parent has either custody or joint custody or (ii) is pregnant.
DH	**Displaced Homemakers** The term "displaced homemaker" means an individual who . . . A. i. has worked primarily without remuneration to care for a home and family and for that reason has diminished marketable skills. ii. has been dependant on the income of another family member but is no longer supported by that income. iii. is a parent whose youngest dependant child will become ineligible to receive assistance under part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than two years after the date on which the parent applies for assistance under this title. B. is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

Chart 3-C (continued)

Codes **Definitions and Service Eligibility Criteria**

Individuals with Other Barriers to Educational Achievement

AD **Academically Disadvantaged**

An individual is considered disadvantaged if . . .

A. his or her disadvantaged condition is a contributing factor to a lack of success.

B. he or she is not succeeding or cannot be expected to succeed in career-technical education (CTE) without special assistance.

i. Secondary level individuals may be identified by the following criteria:
- Based on the results of standardized tests, are two grade levels below placement in reading, English, or math skills
- Are receiving a grade of D or below in a CTE class and need support services to succeed in that class
- Are CTE learners who are enrolled in a remedial course and who meet one or more of the criteria listed above

ii. Postsecondary individuals may be identified by the following criteria:
- Are performing at or below the 25th percentile on a standardized achievement or aptitude test in reading, writing, or math skills
- Are receiving a grade of D or below in a CTE course and need support to succeed in that course
- Are receiving ABE or ASE instruction
- Are receiving instruction in a developmental class
- Are on academic probation

LE **Individuals with Limited English Proficiency**

The term "individual with limited English proficiency" means a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and . . .

A. whose native language is a language other than English; or

B. who lives in a family or community environment in which a language other than English is the dominant language.

Chart 3-D
Changes in Identification Codes

Old Codes	New Codes
All H codes	**SD** (Individuals with Disabilities)
D02	**ED** (Economically Disadvantaged)
D01, D03, D04	**AD** (Academically Disadvantaged)
L01	**LE** (Limited English Proficient)
NT	**NT** (Not Necessary to Input)
	SP (Single Parent)
	DH (Displaced Homemaker)

The special populations, services, and activities codes have been changed to comply with Perkins III. The coding has moved from very specific to a more general format.

ISIS will automatically convert special populations and activities codes upon the completion of the Year End Process (Rollover) and loading of the 2000.02 update diskettes. Old codes will not be acceptable in ISIS and will generate errors. Download users must redo specifications to reflect the changes before uploading student information into ISIS.

Chart 3-E(a)
Changes in Special Populations H-Codes

The Illinois State Board of Education has modified the special populations H-codes so that they are within the State and federal guidelines. The new H-codes are aligned with the special education categories and definitions. **Although codes for individual disability conditions are no longer required at the state level, they are provided here for local use. By using codes, the effectiveness of services can be monitored for improvement.**

H03, H13, and H14 have been removed.
H02, H04, H05, H07, H08, H11, H12, and H15 have been renamed.

Old Codes		New Codes	
H02	Hard of Hearing	**H02**	Hearing Impairment
H03	Deaf	**H02**	Hearing Impairment
H04	Speech/Language Impaired	**H04**	Speech and/or Language Impairment
H05	Visually Impaired	**H05**	Visual Impairment
H06	Behavior/Emotional Disorder	**H06**	Behavior/Emotional Disorder
H07	Physically Handicapped	**H07**	Physical Impairment
H08	Other Health Impairment	**H08**	Health Impairment
H09	Deaf-Blind	**H09**	Deaf-Blind
H11	Learning Disabled	**H11**	Specific Learning Disability
H12	Trainable Mentally Handicapped	**H12**	Mental Impairment
H13	Educable Mentally Handicapped	**H12**	Mental Impairment
H14	Severe/Profound Mentally Handicapped	**H12**	Mental Impairment
H15	Autistic	**H15**	Autism
H16	Traumatic Brain Injury	**H16**	Traumatic Brain Injury
H17	Students with Disabilities Not in Special Education	**H17**	Students with Disabilities Not in Special Education

Chart 3-E(b)
Disability Conditions

The Illinois State Board of Education recognizes twelve categories of disabilities: (1) autism, (2) behavior/emotional disorder, (3) deaf-blind, (4) hearing impairment, (5) health impairment, (6) mental impairment, (7) physical impairment, (8) specific learning disability, (9) speech and/or language impairment, (10) traumatic brain injury, (11) visual impairment, and (12) learners with disabilities not in special education. While these disabilities vary in severity, learners who are identified as members of any of these categories and who are enrolled in CTE programs must be provided appropriate supplementary services to help ensure academic and occupational success.

Note: Individual disability codes are provided for LEA use only as the State reporting system no longer requires them.

1. **Autism (AUT) (Code H15):** The child has a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has a behavior/emotional disorder.

2. **Behavior/Emotional Disorder (BD) (Code H06):** The child exhibits one or more of the following characteristics over an extended period of time and to a marked degree, that adversely affects educational performance even after supportive assistance has been provided. The child must demonstrate (1) an inability to learn which cannot be explained by intellectual, sensory, health, cultural, or linguistic factors; (2) an inability to develop or maintain satisfactory interpersonal relationships with peers and adults; (3) inappropriate types of behavior or feelings under normal circumstances; (4) a general pervasive mood of anxiety, unhappiness, or depression; or (5) a tendency to develop physical symptoms or fears associated with personal or school problems.

3. **Deaf-Blind (D-B) (Code H09):** The child has concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental, educational, vocational, and rehabilitation problems that he or she cannot properly be accommodated in special education or vocational rehabilitation programs either for the hearing impaired or the visually impaired. The eligibility criteria include a hearing impairment which is defined as a sensorineural hearing loss or a permanent conductive hearing loss with aided sensitivity of 30 DB or worse bilateral; and a visual impairment which is defined as corrected visual acuity poorer than 20/70 in the better eye, restricted visual field of 20 degrees or less in the better eye, cortical blindness, and/or no apparent response to visual stimulation. If this disability is listed, hearing impairment or visual impairment cannot also be listed.

4. **Hearing Impairment (HI) (Code H02):** The child's residual hearing is not sufficient to enable him or her to understand the spoken word and to develop language, thus causing extreme deprivation in learning and communication; or he or she exhibits a hearing loss which prevents full awareness of environmental sounds and spoken language, limiting normal language acquisition and learning achievement. If this disability is listed, deaf-blind cannot be listed.

5. **Health Impairment (HI) (Code H08):** The child exhibits a health impairment, either temporary or permanent, which interferes with his or her learning and/or requires adaptation of the physical plant.

Chart 3-E(b) (continued)

6. **Mental Impairment (MI) (Code H12):** The child's intellectual development, mental capacity, adaptive behavior, and academic achievement are markedly delayed. Such mental impairment may be mild, moderate, severe, or profound. If this disability is listed, specific learning disability cannot be entered for the child.

7. **Physical Impairment (PI) (Code H07):** The child exhibits a physical impairment other than hearing or vision, either temporary or permanent, which interferes with his or her learning and/or which requires adaptation of the physical plant.

8. **Specific Learning Disability (SLD) (Code H11):** The child exhibits a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The term includes such conditions as perceptual disabilities, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor disabilities; of mental impairment; of emotional disturbance; or of environmental, cultural, or economic disadvantage. If this disability is listed, mental impairment cannot be entered for the child.

9. **Speech and/or Language Impairment (S/L) (Code H 04):** The child exhibits deviations of speech and/or language processes which are outside the range of acceptable variation within a given environment and which prevent full social or educational development.

10. **Traumatic Brain Injury (TBI) (Code H16):** The child has an acquired injury to the brain caused by an external physical force, occurring after the perinatal period, that adversely affects a child's educational performance. It is not medically degenerative or congenital. The child must demonstrate impairment in one or more of the following areas: cognitive functioning, communication, social/emotional, sensory/perceptual, motor, and/or adaptive behavior.

11. **Visual Impairment (VI) (Code H05):** The child's visual impairment is such that he or she cannot develop his or her educational potential without special services and materials. If this disability is listed, deaf-blind cannot also be listed.

12. **Students with Disabilities Not in Special Education (Code H17):** Means learners who are not enrolled in special education but meet the eligibility criteria for Section 504 of the Handicapped Act of 1973.

Chart 3-F(a)
New Service and Activity Codes

Service Codes		Activity Codes	
S01	Mentoring	**A01**	Assessment
S02	Support Groups	**A02**	Career Guidance/Development
S03	Tutoring	**A03**	Transition
S04	Notetaking/Interpreting	**A04**	Preparatory Services
S05	Teacher Aide/Professional	**A05**	Recruitment Activities
S06	Special Instructional Resources	**A06**	Referral to Education and/or Social Services
S07	Special or Adapted Equipment/Devices	**A07**	ESL Instruction
S08	Dependant Care	**A08**	Tuition
S09	Transportation		
S10	Career-Technical Education Special Populations Personnel		
S11	Other Support Services		

Eleven new support services and eight new activities codes are included in the ISIS update.

Chart 3-F(b)
Career-Technical Education Activities and Support Services to Meet the Needs of Special Populations Students

Definitions

Assessment – A comprehensive, ongoing process with the purpose of identifying individual characteristics, strengths, weaknesses, and interests as well as education, training, support service, and placement needs

Career Guidance/Development – Educational and career counseling as well as information to facilitate understanding of self, personal goals, values, and needs

Career and Technical Education Special Populations Personnel – A person designated to provide activities, support services, and referral to other appropriate services for career and technical education special population students

Dependant Care – Assistance with dependant care in state-licensed centers or homes during the time participants are in school/program by providing participants reimbursement for costs

ESL (English as a Second Language) Instruction – Instruction provided for students with limited English proficiency to assist them to function more smoothly in a community and workplace where the primary language is English

Mentoring – Matching students with a mentor from the community or another student to provide support and encouragement in pursuit of students' career goals

Notetaking/Interpreting – Assistance in recording notes and/or assistance provided by an interpreter

Other Support Services (user defined) – Unique services, other than those listed here, may be necessary and appropriate for special population students to succeed in career and technical education programs

Preparatory Services – Services, programs, or activities designed to assist individuals who are not enrolled in career and technical education programs in the selection of or preparation for participation in an appropriate career and technical education program

Recruitment Activities – Activities to provide information about career and technical education programs which are targeted to special population students

Referral to Educational and/or Social Services – A procedure by which a student is directed to an agency, teacher, counselor, and/or professional team for help, information, evaluation, or other appropriate service(s)

Special or Adapted Equipment/Devices – Adaptive devices and/or equipment provided to students to enable them to be successful in a career and technical education course

Special Instructional Resources – Instructional materials, supplies, and/or laboratory fees to support special population students in career and technical education—examples include supplemental workbooks, large print texts, study guides, software, tools, uniforms, or similar materials

Support Groups – Groups formed to provide opportunities for special populations students to share successes in overcoming obstacles, receive encouragement, and seek advice in achieving goals

Teacher Aide/Paraprofessional – Services provided by ancillary staff to assist a career and technical education instructor in working with special population students in the classroom and/or in adapting testing methods or instructional materials for students with special needs

Transition – An outcome-oriented process that results in quality services leading to employment or further training

Transportation – Assistance with transportation to and from school/program or dependant care facility by providing participants with tokens for public transportation or reimbursement for costs if they provide their own transportation

Tuition – Assistance with tuition fees by providing participants with reimbursement for costs

Tutoring – Additional help provided by a peer or professional tutor to a special population student experiencing problems in a career and technical education course

Chart 3-G
Funding Matrix of Supplementary Services for Special Populations Learners

Origins of Funds: The Carl D. Perkins Vocational and Technical Education Act of 1998

Supplementary Services **Populations Served+**

Supplementary Services	SD	ED	NT	SP	DH	AD	LE
Career-Technical Education Special Populations Personnel	x	x	x	x	x	x	x
Mentoring	x	x	x	x	x	x	x
Support Groups	x	x	x	x	x	x	x
Tutoring	x*		x*	x*	x*	x	x
Special Instructional Resources	x		x	x	x	x	x
Notetaking/Interpreting	x						x
Instructor Aide/Paraprofessional	x					x	x
Special or Adapted Equipment Devices	x						
Dependant Care		x	x**	x**	x**		
Transportation		x	x**	x**	x**		
Lab Fees/Supplies		x	x**	x**	x**		
Other Support Services (User Defined)							
Other Support Services (User Defined)							

+ See special populations codes and definitions in "Identification" section.

* Tutoring is applicable if the learner is also academically disadvantaged.

** Economic services such as dependant care or transportation are applicable if the learner is also economically disadvantaged.

Learners who are classified in more than one special populations category may be eligible for additional services. For example, an economically disadvantaged learner who is also academically disadvantaged is then also eligible for tutoring, special instructional materials, and instructor aide/paraprofessional assistance.

Note: Strategies and activities provided in areas such as assessment, career guidance, transition, recruitment, and other areas are fundable if the activities are over and above what is being provided for all learners at the LEAs.

Chart 3-H
Establishing Goals for Improvement

Goals can be specific or targeted. They should be meaningful, realistic, complementary, give clear priorities, be agreed to by all stakeholders, and be measurable.

Goal Planning Question: What do you think is most important for your learners to know, think, believe, achieve, or be able to do?

Goals:

Example: *To ensure that all learners are exposed to nontraditional career opportunities.*

Goal Evaluation Questions:

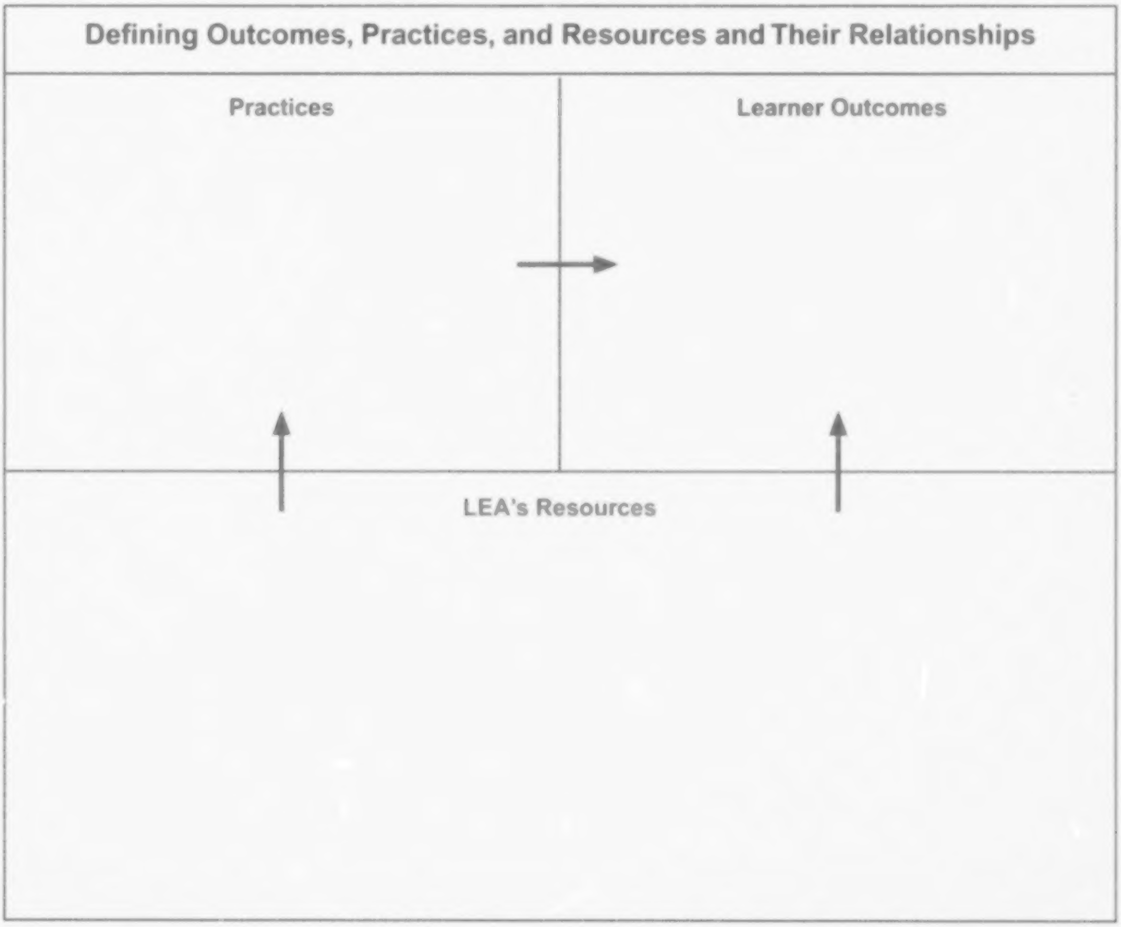
- Why is this/are these goal(s) important at this time?
- Is it (Are they) meaningful?
- Is it (Are they) realistic?
- Is it (Are they) complementary to other initiatives?
- Does it (Do they) give clear priorities?
- Is it (Are they) agreeable to all stakeholders?
- Is it (are they) measurable?

Adapted from Levesque et al. (1998).

Chart 3-I
Determining Outcomes, Practices, and Resources

Direction: Identify the specific outcomes that you want to achieve and then the most important practices and resources that are related to them. Be as specific as possible in describing the learner outcomes, local educational agency (LEA) practices, and resources.

Goal:


Defining Outcomes, Practices, and Resources and Their Relationships
Practices
Learner Outcomes
LEA's Resources

Adapted from Levesque et al. (1998).

Chart 3-J
Examples of Learner Outcomes

What do you want learners to know? What core indicators do you need to achieve?

Information on learner outcomes helps answer the question, "How are our learners performing?"

Academic Knowledge and Cognitive Skills

- Academic achievement (e.g., mathematics, reading, writing, science, history, geography, the arts, Illinois Learning Standards, and Prairie State Exam)
- Critical-thinking/problem-solving skills

Preparing for the World of Work

- Ability to apply learning to real-world problems
- Technological literacy
- Employability/work-readiness skills
- Specific occupational competencies
- Selection/completion of career major
- Completion of career-technical education program
- Attainment of industry skill certificates

Social and Physical Development

- Self-confidence/self-esteem
- Learner motivation/engagement
- Self-discipline
- Social participation/interpersonal skills
- Physical well-being and health

Completing High School

- High educational graduation
- Lower dropout rate

Civic Competence

- Civic values/democratic beliefs
- Global perspective
- Appreciation of cultural heritage
- Appreciation of cultural diversity

Success After High School

- Meet college eligibility requirements
- Placement into and success in further education (enrollment; low rates of remediation; passing GPA; attainment of degree, certificate, or education objective)

Adapted from Levesque et al. (1998).

Chart 3-K
Examples of Educational Practices

Strategies adopted to achieve or improve your targeted learner outcomes, including curriculum, instruction, assessment methods, and supporting structures.

Curriculum Organization

- Curriculum frameworks
- Integration across academic disciplines
- Thematic units

Assessment Methods

- Short-answer testing (multiple-choice, true-false, fill-ins)
- Essays
- Portfolios
- Authentic assessment (exhibitions, performance tasks, projects, laboratory assignments)
- Rubrics
- Individual grades
- Group grades

Teaching Diverse Populations

- High expectation for all learners
- Immersion/ESL/bilingual education
- Multicultural education
- Multiple intelligences approach
- Homogenous/heterogenous grouping

English/Language Arts Instruction

- Writing process approach
- Phonics instruction/basal reading programs

Instructional Materials

- Textbook-based instruction
- Use of various resources and instructional tools (primary sources, calculators, manipulatives, and so on)
- Computers

Applied Learning Approach

- Real-world application
- Use of technology
- Integration of academic and career-technical education
- Teaching all aspects of an industry
- Career pathways/clusters/majors
- Career academies
- Work-based learning experiences (job site visits, job shadowing, mentoring, internships, apprenticeships, service learning, and so on)
- Career guidance

Pedagogical Approaches

- Constructing approach/constructing meaning/active learning
- Behaviorist approach/drill and practice
- Instructor-directed instruction
- Learner-centered
- Whole group/small group instruction
- Cooperative learning

Adapted from Levesque et al. (1998).

Chart 3-L
Examples of Educational Resources

Resources available, including learners, community support, staff, physical plant, equipment, and budget

Learners

- Gender and race-ethnicity
- Learner and family backgrounds (economically disadvantaged, language spoken in the home, parents' educational attainment, etc.)
- Preexisting skills, knowledge, and abilities
- Interest and aspirations
- Learner enrollment (school and class size)
- Parental involvement

Community Support

- Community values
- Educational volunteers
- Business donations of funds and equipment
- Business participation on advisory boards
- Business involvement in work-based learning

Staff

- Learner-instructor ratio
- Learner-staff ratio
- Gender and race-ethnicity
- Instructor's knowledge, skills, training, and experience
- Qualifications of applicants for teaching positions

Physical Plant, Equipment, and Budget

- Quality and size of facilities/physical plant
- Quality and amount of equipment/technology
- Budget
- Per-pupil expenditures

Time Available for Instruction

- Length of educational day
- Length of educational year

Adapted from Levesque et al. (1998).

Chart 3-M
Evaluating Outcomes, Practices, and Resources

If you have several goals, work on them in order of priority. Answer the following questions for each goal.

Goal:

- Can you be more specific in describing the learner outcomes that are implied by your goal?

- Do the educational practices you have identified help to improve or achieve your targeted learner outcomes? Which of your identified practices are most strongly linked to your outcomes?

- How confident are you that the educational resources you have identified influence either the set of practices that are appropriate or the outcomes that are achievable? Which of your identified resources are most strongly linked to your practices and outcomes?

- Which of your identified outcomes, practices, and resources are valued or emphasized most at your educational institution?

- Are there any outcomes, practices, or resources that are receiving attention at your educational institution—because they are recognized either as a problem or as a potential solution—and that should be reflected in your work on this goal?

Adapted from Levesque et al. (1998).

Chart 3-N
Examples of Common Available Data Sources

Information on Learners

- Enrollment records (enrollments, transfers, and dropouts)
- Daily attendance records
- Automated or paper learner records (demographics, extracurricular activities)
- Automated or paper transcripts (course enrollments and levels, credits earned, grades)
- Standardized achievement test scores
- Occupational competency tests
- Work-readiness assessments (e.g., WorKeys)
- Locally developed pre- and posttests
- Exit exams (for a program, grade, or entire school)
- Guidance records (career plans, participation in guidance activities)
- Disciplinary action records (referrals, infractions, detentions, suspensions)
- Employer evaluations (e.g., of cooperative education learners)
- Learner follow-up surveys (employment and wage rates, further education and training)
- College entrance exam scores
- Postsecondary enrollment records (enrollment in further education)
- Postsecondary transcript data (grades, remedial coursework, continuation in Tech Prep programs)
- Special education files, if appropriate

Educational-Level Information

- Community surveys or needs assessments
- Funds and expenditures (per-pupil expenditure trends)
- Agreements with postsecondary institutions or businesses and industry groups
- Records kept about educational meetings, parent-staff conferences, educational visits
- Records on tutorial programs (learners, instructors, tutors)
- Dropout and completion rates
- Learner-faculty ratios
- Numbers and types of diplomas awarded
- Information collected for purposes of applying or responding to grantors
- Previous reports on or evaluations of classrooms, programs, or the entire LEA
- State-provided School Report Cards

Adapted from Levesque et al. (1998).

Chart 3-O

Examples of Priority Data Sources and Corresponding Performance Indicators

Priority Data Source	Corresponding Performance Indicators
Outcomes	
Achievement test scores	Average reading, mathematics, and science scores on state tests
Learner transcripts	Percent of graduating seniors meeting the state university's entrance requirements
Guidance records	High educational graduation rates
Employment evaluation	Percent of seniors participating in work-based learning experiences who received a satisfactory or higher rating from employers
Practice	
Program of studies	Minimum number of credits in core academic subject areas required for graduation
Tutoring sign-in sheets	Number of learners participating at least once a semester and once a week
Professional development records	Number of instructors attending inservices on integrating academic and career and technical education
Instructor survey	Percent of participating instructors reporting they have collaborated with other instructors to develop integrated lesson plans
CTE records	Percent of graduating seniors who participated in an organized work-based learning experience
Resources	
Guidance records	Number of hours logged by staff and volunteers to provide tutoring
Master schedule	Number of minutes per week of scheduled common instructor planning time
CTE records	Number of work-based learning openings for job shadowing, mentoring, and internships
Guidance records	Percent of learners eligible for free or reduced-price lunch, who speak a language other than English at home, and/or whose parent(s) completed postsecondary education

Chart 3-P
Determining Your Priority Data Sources and Corresponding Performance Indicators

Determine the priority data sources and corresponding performance indicators you can use to monitor your outcomes, practices, and resources.

Priority Data Sources	Corresponding Performance Indicators
Outcomes:	
Practices:	
Resources:	

Adapted from Levesque et al. (1998).

Chart 3-Q
Evaluating Your Outcome Data

Goal:

Outcome:

Performance Indicator:

---

1. Getting to Know Your Data

- What is the data source for this indicator?
- What is the unit of measurement?
- Who or what is included in the statistic?
- What is your sample size or population size?
- What is the time period covered?
- What additional information do you need to understand the data you work with?
- Evaluate your data source: Is it reliable? Valid? Collected in an appropriate manner? What's the possibility of error or skewness?

2. Your First Impressions

- Does your performance on the indicator in question seem high? Low? Does it match your expectations? How?
- Translate the data into concrete terms (the number of persons, day, classes, courses, and so on) that are affected?
- Does this information contribute anything to your understanding of the data? If so, what?

3. Examining the Spread, or Distribution, of Your Data

- You may want to graph or otherwise examine the distribution of your data.
- What is the average (mean) of the data?
- What is the range of your data? Highest value? Lowest value?
- Are there any outliers (extreme high or low values) that are distorting the mean? If so, what are they?
- Divide your data into quartiles (highest 25%, upper middle 25%, lower middle 25%, lowest 25%).
- Which groups, if any, exhibit exemplary performance, satisfactory performance, and unsatisfactory performance?

4. Subgroup Comparisons

- What subgroup comparisons did you conclude were important to make on this indicator (based on different learner demographics or educational experiences)?
- Are any learner groups performing better or worse than the others? If so, what patterns emerge?
- What is the magnitude of these differences or trends? Are they practically important?
- If the data are based on a random sample rather than an entire population, are the perceived differences statistically significant?

Chart 3-Q (continued)

5. Interpreting Your Data

- How is your LEA performing on the indicator in question?
- What do the distribution of your data and your subgroup comparison suggest about how improvement efforts should be focused?
- What additional information do you need to understand or interpret these data?

These questions should be addressed for each goal and corresponding practice and resource data.

6. Summarizing Your Data

- In what areas are you performing well?
- What areas appear to need improvement?
- What questions, if any, do these data raise for you?
- What additional information do you need to understand your indicator better?

Adapted from Levesque et al. (1998).

Chart 3-R
Reviewing for Improvement

Review relevant state and national performance standards. A number of states, federal agencies, and national organizations have undertaken initiatives to establish performance standards in a wide variety of areas such as those listed below. These standards represent the levels of performance that developers believe to be crucial for success in education or in the 21st century.

Performance standards associated with state competency and achievement tests and alternative assessments such as the New York's Regents Competency Test, the Texas Assessment of Academic Skills, the Kentucky Instructional Results Information System, and the Vermont Assessment Program.

Performance standards associated with state-developed State Report Cards such as the Maryland Educational Performance Program and the California Educational Performance Report.

State efforts to establish core performance standards and measures for evaluating CTE programs, as mandated by Perkins III.

National Academic Skill Standards projects such as those undertaken by the National Council of Teachers of Mathematics and the National Academy of Sciences.

National Industry Skill Standards project, as mandated by the 1994 National Skill Standards Act.

Standards for the advanced certification of accomplished instructors, as stated in the National Board for Professional Teaching Standards.

Consider the Following Basic Principles:

- Improvement strategies should occur in the context of continuous improvement efforts.
- Change should be grounded in thoughtful analysis and careful planning.

Questions to Consider for Continuous Improvement:

- How satisfied are you that your current practices, resources, and improvement strategies will help you attain your performance targets?
- What performance targets, if any, are not addressed by current practices, resources, and improvement strategies?
- What changes do you think need to occur in current practices, resources, and improvement strategies in order to attain your target?

Questions to Consider When Implementing Change:

- What evidence exists to support the strategies you are considering?
- How confident are you that the proposed changes in practices, resources, and improvement strategies will lead to improved performance on your indicators?
- Are the proposed changes consistent with your overall goals?

Adapted from Levesque et al. (1998).

Chart 3-S
Evaluate Performance on Your Outcome Indicators

Goal:

Write your outcome indicators and their current level of performance below.

Outcome Indicators	Current Performance	Target

After gathering information about desirable levels of performance on the above outcome indicators, summarize what you learned from the following:

- State and national performance standards:
- Resources from important stakeholder groups:
- Exemplary educational or program performances:
- State or national averages:

Based on your research, answer the following questions, and then fill in your proposed performance targets for each outcome indicator:

- What specific performance targets did you identify in your search?
- Based on the information you gathered, how satisfied are you with your current performance on the above indicators?
- If you discovered several different performance targets, what do you believe is the most appropriate target given your circumstances?

After proposing performance targets, discuss the following and revise your targets as necessary:

- Is the target realistic and does it incorporate high expectations?
- What does the target mean in practical terms? Is this reasonable?
- What period is realistic for attaining the targets?

Adapted from Levesque et al. (1998).

Chart 3-T
Developing Improvement Strategies

Goal:

Review the performance targets you proposed on Chart 3-Q as you discuss the following with your team:

- How satisfied are you that your current practices and improvement strategies will help you attain the performance targets listed on Chart 3-Q.
- What performance targets, if any, are not being addressed by current practices and improvement strategies?
- What changes do you think need to occur in current practices, resources, and improvement strategies in order to attain the targets?

Consider the following questions to help plan an appropriate course of action:

- What evidence exists to support the improvement strategies you are considering (e.g., from exemplary educational programs, national professional organizations, educational reform networks, state and national education agencies, and the educational research literature)?
- How confident are you that the proposed changes in practices, resources, and improvement strategies will lead to improved performance on your indicators?
- Are the proposed changes consistent with your overall goals?

Adapted from Levesque et al. (1998).

Chart 3-U
Monitoring Performance

Goal:

Performance Indicators	Month (or Year)	Month (or Year)	Month (or Year)	Month (or Year)	Month (or Year)	Target
Outcome Indicators						
Related Practice Indicators						
Related Resource Indicators						

Adapted from Levesque et al. (1998).

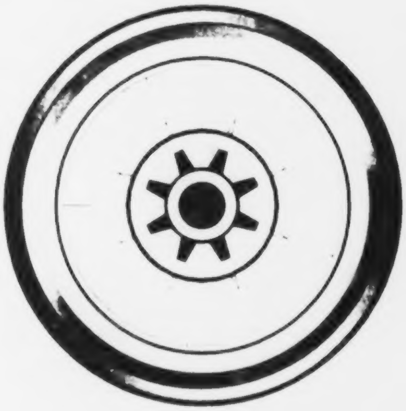
35
17
Roanoke
DFORD
251
24
Secor
Mackinaw
Congerville
Carlock
120
anvers
125
loomington
134
Stanford
154
Funks
Grove
55
Shirley
McLean
Heyworth
145
140
Waynesville
DEWIT
Hallville
Beason

Chapter IV

CONTINUUM OF QUALITY SUPPORT FOR LEARNERS

A. Collaboration and Coordination for Support
B. Recruitment and Retention of Learners in CTE Programs
C. Identification of Learners Who Need Support
D. Assessment to Determine Support Needs
E. Supplementary Support Services
F. Guidance, Counseling & Transitioning Support for Learners
G. Monitoring and Evaluation of Progress
H. Systemic Professional Development

Supporting the Trip



CHAPTER IV

Continuum of Quality Support for Learners

Raising standards cannot stand alone as a strategy for improving learner achievement. Standards must be supported and integrated into a multifaceted package of educational approaches. To assure that all learners have the opportunity to meet or exceed the State-adjusted levels of performance, it is critical that learners who have particular barriers to success be identified, and that a continuum of quality support be coordinated to guide and reinforce the system. Therefore, meeting the needs of learners like Trang Nguyen, described below, by providing a coordinated and seamless system of unduplicated services—a core tenant of every piece of school reform legislation, including the Perkins Act—is the primary focus and ultimate goal of this chapter.

> Trang Nguyen lives with her Vietnamese family in their relatives' home located in a small suburban community. Trang and her parents have learned to understand a little English in their nine months in the United States, but with the exception of a few words, they cannot speak the language. Her parents are as yet unemployed. With the help of her uncle, Trang has come to enroll in the local comprehensive high school. It is immediately clear to intake personnel that Trang needs help in order to succeed in school, but the few academic records she brings from Vietnam give little information about her academic or career experience, interests, and strengths. What levels of academic classes should she take? What career-technical education program would relate to her previous experiences and interests and motivate her to acquire new skills and confidence?

Ideal continuum of support for Trang Nguyen

Professional Development Tip: Using Chart 4-A, discuss what services are available for Trang in your area.

Fortunately, in this school, a system of activities and supplemental services for dealing with situations of this kind is in place. It is the philosophy of school leadership that both academics and career-technical education (CTE) are important components of a well-rounded education. A CTE special populations coordinator is employed locally to work with learners and their families and with academic and CTE personnel. In addition, the coordinator meets regularly with a network of service providers both within and outside the school. As the coordinator familiarizes others with Trang's situation, the team collaboratively identifies solutions and services, such as those listed below, that will be coordinated for Trang Nguyen and her family:

- Continuous coordination and collaboration of a process for identifying needs and corresponding support services to boost success.
- Supplementary support services, including interpreters, are provided both within and outside classes as needed for optimum opportunity to succeed.
- Informational recruitment and retention materials for learners and families are prepared in appropriate languages to explain the various options for obtaining knowledge, skills, support, and credentials of completion.

- Interpreters for family members and learners are available at consultations to answer questions and address concerns.
- Assessments to determine interests, abilities, and levels of achievement, for the purpose of program placement and support needs are administered with necessary adjustments, such as interpreters or flexible time frames.
- Career options with enrollment opportunities are regularly presented to learners.
- Career guidance is provided with short- and long-range career and transition planning in conjunction with learners and families prior to placement in classes and programs.
- Counseling is available individually when difficulties arise, and in groups to strengthen skill and confidence, particularly when culture or gender bias threatens to block success in training and employment.
- Instructors and other relevant staff are provided with professional development on the needs of the learners in their classrooms.
- Monitoring and evaluation of learner progress and determining further needs through the continuous communication of the coordinator, learner, family, instructors, guidance personnel, administrators, and other service providers.

Professional Development Discussion Topics:

- *How can regional special populations coordinating personnel accomplish coordination of these numerous services?*
- *Where, when, and how can a school system and staff be motivated to use this coordinated approach when they already feel overwhelmed by what they are asked to do?*

Graphically, this continuum of support might resemble the diagram on Chart 4-A: Continuum of Quality Support for Career-Technical Education Special Populations Learners. The learner is at the center of the circle and is surrounded closely by support. Coordination and collaboration is on the outer rim of the circle holding all other services together and in balance. Recruitment and retention activities capture the interest and motivate the success of learners. Supplementary support services may be experienced most consistently by the learner and are often integral to their retention. Identification and assessment are used to determine the interests, knowledge, skill levels, and unique needs of the learner as a basis for decisions regarding curriculum and support. Guidance and counseling activities build upon the data gathered to guide learners into areas appropriate to their interests and abilities, to provide personal support as needed to succeed in programs chosen, and to support learners as they transition into further training, educational attainment, or employment. Monitoring and evaluation are continuous for encouraging the learner's progress toward success and for improving support. Professional development helps to build and sustain collaborative learning environments for all staff and learners.

Chart 4-A: Continuum of Quality Support

All these services ideally would have been provided to Trang Nguyen. Is it as easy as it sounds? Absolutely not! Do resources currently exist to ensure this support for every school in Illinois? No. Does coordination of this sort take a lot of work? You bet!

Another scenario, which is perhaps more commonly faced, involves a special populations learner enrolled more by chance than by carefully considered decision, in a CTE class. This learner is apathetic, has a history of achievement that is below grade level, and has little parental support. This learner causes little trouble; therefore, gets little attention and is probably not identified as needing help until at least mid-semester (if then). Without intervention, this learner will probably drop out of school. Realistically, what can be done for this learner? Where does one start?

A realistic scenario of support

Often the service begins with the instructor turning in the list of D/F grades. In some cases, the difficulty of the learner is noticed and the learner is referred for help. If local CTE special populations personnel are employed and looking for those with low grades, a tutor will probably be assigned. From that point, further assessment information is gathered, and supportive services are determined as the picture of need becomes more complete. Learners such as this one are fortunate if they have access to a professional on-site whose job focus is attending to their needs and coordinating necessary support. Regional CTE special populations coordinating personnel may oversee local teams who, in turn, coordinate or facilitate these responsibilities.

For Trang Nguyen and other learners, equitable participation and equity issues remain a necessary and an integral part of the system. To support these learners for active and meaningful involvement in the school and workplace requires attention to the details of their lives and a commitment to bridging gaps.

Checklist for Effective Equitable Participation

- Learners have equal access to recruitment, enrollment, and placement activities.
- To the extent practicable, equal access is available for every learner to the full range of CTE programs, including occupation-specific courses of study, cooperative education, internships, apprenticeship programs, and comprehensive career guidance and counseling services.
- Barriers, discriminatory or otherwise, which are based on status as members of special populations, are removed.
- Learners with disabilities have access to CTE in the most integrated setting possible.
- Fair and equitable representation is present in participatory planning and advisory functions.

What Services Are Offered Currently?

Professional Development Tip: Chart 4-B can become a baseline activity for collaborative efforts to expand and/or streamline service delivery.

Chart 4-B: Career-Technical Education Activities and Support Services to Meet the Needs of Special Populations Self-Assessment is a form to help determine what activities and services are currently offered that are potentially needed for the success of various special populations.

Chart 4-A
Continuum of Quality Support for Career and Technical Education Special Populations Learners

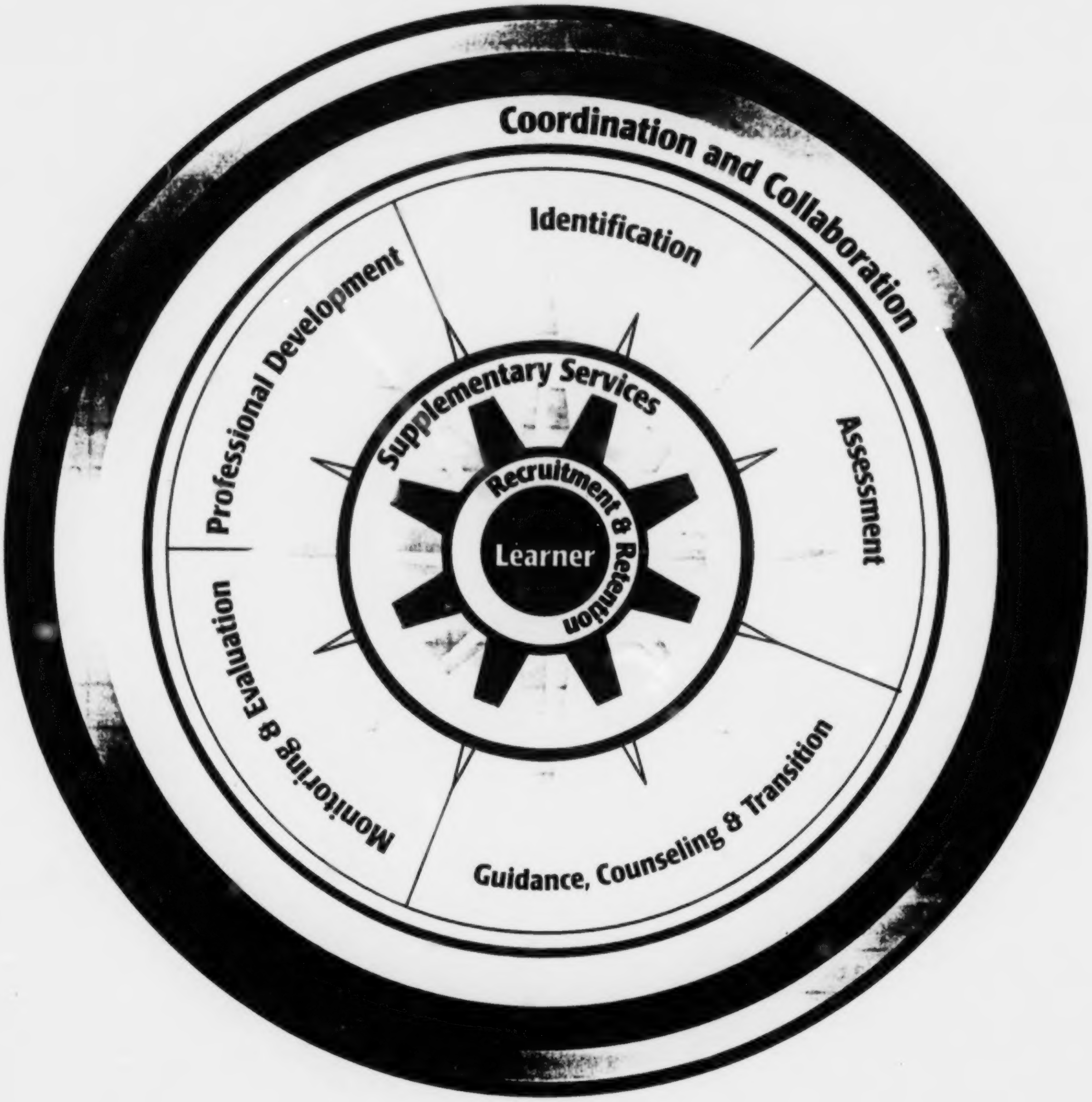

Coordination and Collaboration
Identification
Assessment
Guidance, Counseling & Transition
Monitoring & Evaluation
Professional Development
Supplementary Services
Recruitment & Retention
Learner

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Chart 4-B
Self-Assessment of CTE Activities and Support Services

Agency's Name: ____________________

Directions: The purpose of this chart is to help local educational entities identify support services needed by their special populations learners and to identify appropriate funding for those services. While every cell in this matrix does not need to be filled, those services most in need by learners should be addressed as follows:

- ➛ Indicate services supported only with Perkins funds by placing a **P** in the appropriate cell.
- ➛ Indicate services supported only with other funds by placing an **X** in the appropriate cell.
- ➛ Indicate services supported by both Perkins and other funds by placing a **PX** in the appropriate cell.

SUPPORT SERVICES*	SPECIAL POPULATIONS**						
	SD	ED	NT	SP	DH	AD	LE
Assessment							
Career Guidance/Development							
Transition							
Preparatory Services							
Recruitment Activities							
Mentoring							
Support Groups							
Referral to Educational and/or Social Services							
Tutoring							
Notetaking/Interpreting							
Instructor Aide/Paraprofessional							
Special Instructional Resources							
Special or Adapted Equipment/Devices							
ESL (English as a Second Language) Instruction							
Dependant Care							
Transportation							
Tuition							
CTE Special Populations Personnel							
Other Support Services (User Defined)							

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* See definitions of support services attachment in the "Supplementary Services" section of Chapter 4.

** See special populations codes and definitions attachment in the "Identification" section of Chapter 4.

Section A: Collaboration and Coordination for Support

Collaboration

The Perkins Act and all other educational reform laws emphasize the necessity of collaboration and coordination for effective service delivery. In fact, Perkins III and the Workforce Investment Act (WIA) are structured to ensure the impossibility of compliance and effective service provision without unified efforts. In the shrinking economy, all benefit by these mandates.

Employers need qualified workers. Educational entities need real-life experiences in order to motivate learners. Simultaneously, the necessity for partnership is being recognized in both education and the community as resources shrink and space and expertise to provide for the diversity of needs are required.

Numerous benefits are gained by collaboration. Collaborative efforts reduce competition for resources, eliminate duplication of services, and provide a diversified approach to solving the problems and providing the services needed by students. It makes educational and business sense that working together helps both sides. In point of fact, researchers have documented that partnerships among educational personnel and the community (business/industry, nonprofit agencies, and parents) enhance learner academic and CTE performance and attendance. In order to meet academic and CTE standards, the seamless provision of service—or as termed here, the "continuum of quality support"—can be provided only through collaboration and coordination. As a result, educational agencies and communities are opening their doors to cooperate for mutual gain.

Benefits of education and community working together:
- *Reduces competition.*
- *Eliminates service duplication.*
- *Provides diversified approaches.*

Coordination

One of the best assurances that coordination is taking place is to build it into the system. Therefore, it is suggested that a CTE special populations coordinator be employed both locally and regionally to coordinate the provision of services to special populations learners. The individual in this position is crucial to the delivery of appropriate services to ensure equitable participation of special populations learners in CTE programs.

The role of the CTE Special Populations Coordinator defined

Throughout Illinois, those who coordinate support services for special populations may have various titles, such as Perkins administrator, special populations coordinator, student services coordinator, support services provider, and special projects coordinator. Regardless of the title, the primary responsibility of this individual is to facilitate the provision of support activities and supplementary services to meet the needs of special populations learners in CTE. In this chapter, the term "career-technical education special populations coordinator" is used.

Coordinating personnel may have varying titles but similar responsibilities.

Coordinator qualifications

Although qualifications for a special populations coordinator are determined at the local level, suggested qualifications include the following:

- Certification as an administrator, instructor, or counselor and/or a minimum of two years in CTE, counseling, or equivalent experience in providing services to special populations individuals
- Knowledge of CTE programs and practices
- Demonstrated expertise in assisting learners with a wide range of abilities
- Demonstrated ability to work with special populations learners and staff
- Ability to coordinate both human and material resources of the CTE system, college, and community

Perkins Act funds may be used to support only that portion of time spent serving CTE special populations learners. The agency may have more than one special populations coordinator, but it is suggested that the position be at least half-time.

To ensure equitable participation for special populations learners, local educational agencies (LEAs) are responsible for offering a variety of activities. The coordination and provision of these activities are usually the responsibility of the special populations coordinator. If a coordinator is not employed by the CTE system or college, a determination should be made concerning the person responsible to carry out the following responsibilities:

Responsibilities of CTE special populations coordination personnel receiving Perkins funding

- Identifying or coordinating the identification of learners with disabilities, learners considered disadvantaged, limited-English-proficient (LEP) learners, single parents, displaced homemakers, and nontraditional learners
- Assessing or coordinating the assessment of special populations learners enrolled in CTE programs to determine their special needs
- Planning and coordinating support activities and supplementary services for special populations learners in CTE programs
- Facilitating the identification of appropriate adaptive equipment, assistive devices, and new technology for learners with disabilities
- Providing inservice activities for CTE instructors, developmental staff, counselors, and administrators
- Collaborating with instructors of CTE programs to ensure the success of special populations learners in these programs
- Providing inservice activities for instructional assistants/paraprofessionals, mentors, tutors, and other appropriate support personnel
- Identifying and/or developing special instructional materials or adapting existing instructional materials for programs
- Facilitating cooperation among CTE instructors, developmental staff, counselors, and administrators pertaining to the needs of individual learners in CTE programs
- Articulating with the secondary or postsecondary special populations coordinator(s) and members of student services committees

- Monitoring programs to ensure that appropriate support activities and supplementary services are provided
- Collaborating with other agencies providing support services to special populations learners
- Coordinating career guidance, counseling, and/or transition services for special populations learners

On a time line, a special populations coordinator's local and/or regional basic yearly responsibilities would resemble the sample list in Chart 4-C(a). Chart 4-C(b) is a checklist of immediate issues to consider when coordinating activities and support services for special populations learners.

Professional Development Tip: Inform staff of Chart 4-C(a): Basic Yearly Responsibilities for the CTE Special Coordinator, and Chart 4-C(b): Immediate Issues to Consider for the CTE Special Populations Coordinator.

Collaboration Defined

The Perkins Act of 1990, emphasizing the importance of collaboration for services, introduced the mandate for participatory planning. This effort was to ensure that major stakeholders in education were integral to the planning process. Collaboration became necessary by law.

Participatory planning: Still a Perkins recommendation for collaboration that works

Collaboration is a process whereby two or more individuals or groups work together for a common goal, a mutual benefit, or a desired outcome. Trust, respect, openness, active listening, clear communication, and risk taking are fundamental requirements for collaborative efforts. In order for collaboration to happen, participants should share a common vision and agree on a common mission. The motivation for a common mission may be the need to identify or solve a problem, to focus on the issues, or to achieve consensus. Initiating and maintaining collaborative efforts is necessary to meet the needs of learners, and leaders are calling for increased collaboration.

Collaboration:
- *Common goals*
- *Mutual benefits*
- *Desired outcomes*

Collaborative cultures take time to develop. They cannot be forced—people will not be coerced into communicating. Trust can be built, however, and comfort within the group can become a norm with planning and encouragement. Since everyone benefits from these kinds of learning environments, the efforts are worth the time and energy they take.

Professional Development Tip: Develop a common mission for collaboration in your community/district/region.

Strategies for Building a Collaborative Culture

- Provide regular time for members to share ideas and activities. Since common planning time is frequently problematic, consider peer sharing groups which meet during lunch or outside of meeting time.
- Construct agency goals, which encourage staff to plan crosscurricular or cross-grade-level activities.
- Encourage instructors to teach each other. When instructors attend conferences and workshops, provide time for them to share information.
- Facilitate opportunities for instructors to observe each other. Work with them on smoothing out the logistics involved to make it easy to occur.
- Capitalize on problem solving as a way for instructors to work together. Create an atmosphere in which asking for help is an acceptable practice.
- Celebrate successes—no matter how small. A collaborative culture occurs slowly with a series of small changes.

Organizational structures which encourage collaborative efforts:

- *Administrative support*
- *Shared decisionmaking*
- *Organizational philosophy encouraging integrated or multidisciplinary efforts*
- *Leaders ready to restructure with enthusiasm*
- *Recognition of interdependence of organizations*
- *Past history of collegiality*
- *Availability of financial support and time for skill training*
- *Opportunities to develop collaborative efforts*

- Assess the collaboration process using a portfolio approach. Encourage individuals and groups to keep copies of success indicators in portfolios, which provide the basis for collaborative, summative, and cumulative assessment.

Essential Requirements for Effective Collaboration

Many barriers prevent educators from establishing and maintaining collaborative efforts. Effective collaboration is built on the strong personal characteristics of the collaborator, a clearly defined system, and administrative support for a change within the organization.

The following are the personal requirements needed to foster collaborative relationships:

- Risk taking
- An ability to work well in a group process interaction
- A cooperative leadership style
- Conflict resolution skills
- Knowledge of agency structure and terminology
- An ability to develop rapport with collaborators
- Flexibility in adjusting to change

Since shared decisionmaking is an ideal rather than mandated in Perkins III, educators are encouraged to work with those who are ready and willing.

Checklist of Good Practice for Collaboration ✔

- All potential partners are identified.
- All potential partners are invited to participate in providing services to learners.
- Current services are identified and compared to avoid duplication and to address all identified needs.
- Partners convene to define goals, clarify roles, and develop mission statements when appropriate.
- Varieties of group processes are used in planning meetings.
- Meetings are planned with outcome-oriented agendas.
- The partners develop a strategic plan for serving all learners.

Collaboration with Employers

Real-world experiences

Increasing numbers of employers are looking for ways to collaborate with their LEAs, and some are looking for ways to improve the work readiness of graduates. They are finding that focusing curriculum and counseling more directly on careers can potentially improve their own workforces and enhance their public image. Educational entities are attempting to integrate work experiences by bringing employers into the school and the school into the workplace (Visher & Hudis, 1999, p. 106). In the new economy, where school and work are intertwined, it is necessary for business and education to work together to provide real-world experiences for learners that are closely connected to classroom learning. Toward that end, increasing numbers of businesses and industries are providing leadership for change in a number of ways, not the least of which include offering apprenticeships, cooperative (co-op education) programs, and internships. A statewide example is the collaboration between the Illinois Business Roundtable Alliance and the Illinois State Board of Education to articulate a framework for systemic educational improvement. The goals include enabling every learner to meet or exceed high academic standards; engaging the business community in improving Illinois public educational entities; and coordinating strategies, action, legislation, and resources of all stakeholders to support continuous improvement. As a group, the educators and business partners take responsibility for direct involvement in developing career awareness activities, system planning, and curriculum development; participation on advisory councils; and providing work-based learning opportunities for learners and instructors.

The Illinois Business Roundtable Alliance and ISBE join to frame systemic educational improvement:

- *Enabling learners*
- *Engaging businesses*
- *Coordinating strategies, action, legislation, and resources*

Reluctance to work with educational entities and members of special populations still exists for some employers, however. Barriers for these individuals are often due to the perceived costs; restricting laws, regulations, and liability issues; negative opinions about the quality of learners; and inexperience with curriculum development and related projects (Pauley, Kopp, & Haimson, 1995).

Effective Practice for Unique Business/Education Partnership

Olin Corporation/Lewis & Clark Community College Educational Alliance has resulted in an association that moves beyond the traditional business/education partnership.

Among the programs initiated through the Alliance is the PC Institute for quick-track software training, a new bachelor's degree program in Industrial Technology through Southern Illinois University on the Lewis & Clark campus. A Lewis & Clark employee is assigned to Olin to develop and conduct training at Olin's other facilities across the country. The strength of the Alliance has resulted in both organizations working together to ensure shared growth and success. While providing a revenue stream for Lewis & Clark, the Alliance has saved Olin significant costs and helped strengthen the skills of many of the area workforce. The programs initiated and developed through the Alliance also serve as training centers for Lewis & Clark and other area industries. For example, Shell Oil has contracted with the PC Institute to provide training for approximately 1,000 workers at the company's Wood River refinery.

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Collaboration with Community Organizations and Local Education Agencies

Collaboration is vital to meet the range of services needed by learners and their families.

Learners cannot reach their full educational potential unless their basic needs are properly met (Visher & Hudis, 1999, p. 113). Increasingly, educational entities are required to provide a range of services for learners and their families that traditionally have not been their responsibility. For instance, many LEAs now offer physical and mental health care, family literacy programs, employment counseling, after-school and summer learning programs, recreation centers and sports teams, community service activities, religious groups, and exposure to career areas and cultural institutions. LEAs cannot possibly house the entire range of services needed, however, nor do they have the funds to support them. Educational entities need local service agencies and nonprofit community organizations to help meet the basic survival, social, and educational needs of their learners. Establishing and maintaining partnerships among local community entities can provide a network through which numerous support services for learners are facilitated.

Professional Development Tip: Use Chart 4-D to expand previous listing of services and determine amount of collaboration currently taking place:
- *List all support activities you do for each population.*
- *List the agencies who provide support activities.*
- *Check the boxes of the matrix that apply to both support activities and agencies.*
- *Consider gaps and overlaps.*

Effective Practice for Collaboration

The Center for Manufacturing Excellence (CME) is a bold new concept representing a unique joint effort of Carl Sandburg College, Galesburg Area Industries, and the Galesburg Business and Technology Center. Galesburg area manufacturers approached Carl Sandburg College proposing a center for affordable, high-tech training. The CME provides short-term training to update workers' skills as technology changes. These programs are flexible to meet workers' needs. The CME also provides long-term training leading to a certificate or associate in applied science degree from Carl Sandburg College.

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Checklist of Good Practice for Collaboration with Community Organizations and LEAs ✓

- For "big picture" planning, establish and maintain partnerships among such entities as the Access Centers for the Americans with Disabilities Act, area labor/management councils, WIBs Youth Councils, Area Planning Councils, Associations for Retarded Citizens, Boards of Control for area CTE centers or regional systems, Chambers of Commerce, faculty advisory boards, and the Illinois Counseling Association.
- Systematically seek advice and enlist support from program advisory and CTE participatory planning committees concerning strategies that

support special populations' participation and retention in programs leading to optimal employment.

- For seamless support of learners, establish and maintain partnerships such as the following:
  - Student service offices at the community colleges such as residential life, financial aid, and an individuals with disabilities student advocacy department
  - Key agencies serving individuals with disabilities and their parents
  - Displaced Homemaker Centers
  - Community members to impact local transition policy, procedures, and practices
  - Resources at the community colleges, Department of Public Aid, and independent scholarship search organizations
  - Community agencies and philanthropic foundations that can assist students with fees, transportation, babysitting, books, and tutoring

Effective Practice for Collaborating with Community

At Starved Rock Associates for Vocational-Technical Education (SRAVTE) in Ottawa, Illinois, the Special Populations Office coordinated with the University of Illinois Extension Office, Illinois Valley Community College, and LaSalle County Housing to develop and implement a Cyber Camp for junior high and high school students in the local area. The cyber camp program helps cultivate the abilities of young women to pursue nontraditional high-tech fields, and provides team building and Web development skills. Young men and women from the local area are encouraged to attend three Saturday morning sessions taught by three instructors at the community college to learn more about Web development and working in teams. Participation in Cyber Camp provides learners with greater academic and CTE skill proficiencies.

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Collaboration with Parents and Families

Parents play pivotal roles in their children's performance in school. As a result, many recent laws in the past few years have emphasized strengthening the role of parents in their children's learning. Encouraged by laws such as Goals 2000, ESEA, and Perkins, educators are renewing their efforts to draw parents into the school community. According to research, parental involvement in their children's education translates into higher academic achievement (Barton & Coley, 1992; Henderson & Berla, 1994; Keith & Keith, 1993). Many reform schools are encouraging various forms of parental involvement, including visits to schools, attendance at programs specially designed for parents, communication with instructors, helping learners with career and college plans, becoming school

Involving parents and families is key to raising achievement, but often difficult (see "Nifty Ideas" section in the Resources).

volunteers, helping to establish discipline or homework guidelines, and participating in school decisionmaking committees (Moles, 1993).

Today's families face monumental stresses associated with daily living. Many learners are part of dual income families or single parent households. Often, there is little time for family interaction, positive role modeling, and effective parenting. American parents recognize that parenting is important, but with the challenges of daily life, support is vital. In some locations, voluntary networks of parent education and family support programs are developing, fostering linkages that promote coordination and access (Kagan, 1995)

Checklist of Good Practice for Parent Collaboration

- Inform parents about nontraditional work opportunities.
- Provide parents with strategies to support the academic success of their children.
- Include parents in professional development programs so that they have the information to make decisions about services and resources.
- Make available educational opportunities geared towards parents' interests.
- Involve and inform parents to share responsibility and decisionmaking with regards to the curriculum and delivery of instruction in continuous improvement planning.
- Use parents as advocates and resources (i.e., guest speakers).

Although involving parents and families is key to raising achievement for learners, especially for members of special populations, educational entities are often unsuccessful in gathering high levels of participation for low-income, LEP parents (Baker, 1998). Baker identifies a number of reasons and obstacles which prevent parent participation in their children's education. These barriers to participation include negative experiences in their own schooling or subsequent contacts with educational entities, reluctance to meet with educators, or that they may have little formal education and feel unqualified to contribute. Educational entities that have succeeded in recruiting and maintaining parent involvement, especially parents of special populations learners, have implemented a number of strategies to foster an inviting and supportive environment for parents. Some suggested activities include . . .

- offering school staff comp-time for facilitating parent availability for meetings (e.g., in churches, community centers, malls).
- providing options for involvement that are matched to families' motivations, interests, and abilities.
- ensuring that school is welcoming, staff are accessible and understanding, and that they are respectful of diverse cultures and child rearing traditions.
- translating documents for LEP families.

Professional Development Tip:
As a team . . .

- *clarify barriers to involving parents and families in your region.*
- *check the "Nifty Ideas" section in the Resources for possible strategies to overcome barriers (e.g., taking schools to parents, going into the community).*
- *commit to implementing one strategy to involve parents and families.*

Effective Practice for Collaboration with Community

The Citizenship Project provides a study guide for the American citizenship test as well as information about issues related to immigration. This project is a website developed by 5th- and 6th-grade bilingual learners. Its purpose is to help parents and others study for the citizenship test. By building and maintaining the website, learners are actively engaged in their own learning. The success of the program is attributed to community involvement. The response from the community has reinforced the use of the website as an important teaching and learning tool. Learners are engaged in using technology, and their learning has provided a valuable service to the community.

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Collaboration with Learners and Instructors

The most obvious source of support for learners within LEAs would seem to be their instructors; however, studies have shown that the potential of a learner-instructor relationship is often not fully realized. Instructors need support to play the multiple roles in their classroom and to meet the diverse needs of learners. To maximize the opportunities for learner-instructor collaboration, schools are seeking ways to foster climates that create stronger bonds between instructors and learners. Examples of such efforts include reducing class size, providing instructor aides, organizing schools-within-schools, and assigning instructor-advisors to student groups to follow throughout high school. In many educational entities, instructors are assuming more active roles in career development efforts, which strengthen their ongoing connection with learners. The CTE special populations coordinator can support this important relationship through collaborating and cooperating with instructors, counselors, and administrators; by providing support services and resources; and by sharing knowledge and expertise in serving learners with diverse needs.

Professional Development Tip: Use Chart 4-E to help instructors focus on specific learners who experience barriers to learning and who need particular attention and support.

Better collaboration and coordination with employers, community-based organizations, parents/families, learners, and instructors translates into better learner performance. More and more LEAs are seeking partnerships with local employers to provide learners with workplace experience, involving more parents, and identifying resources and expertise in their communities to help meet the nonacademic challenges of our learners.

According to New American High Schools, the schools that are leading in reform and recognized for their collaboration include the following strategies to create partnerships:

Reform efforts promoting partnerships

- Environments that foster stronger bonds between instructors and learners
- Smaller class sizes, block scheduling for better instructor planning and class learning, schools-within-schools, and instructor training for instructor-advisors
- Instructors with the training to meet the psychological and emotional needs of learners, as well as the ability to know when expert help is needed
- Service centers at educational entities so that learners can access coordinated services such as tutoring, counseling, or medical services; centers may be staffed with volunteers, student peers, or outside agency staff
- Incentives and encouragement to increase parental involvement through such activities as social gatherings; ESL classes; and mother-daughter, mother-son, father-daughter, and father-son groups
- Mentoring programs that link youth with adults from the community (Visher & Hudis, 1999, pp. 107-108)

Chart 4-C(a)
Basic Yearly Responsibilities
CTE Special Populations Coordinator

Summer

- Plan inservices and professional development; clear dates.
- Begin identifying potential special populations learners.

Fall

- Set up a system for collecting data.
- Contact and meet with Education-to-Careers (ETC), Tech Prep, and Department of Human Services (DHS) personnel.
- Touch base with individual CTE instructors/administrators when possible—make sure they know the range of support activities and services available and that you are there to support them.
- Coordinate assessment and identification of special populations learners in CTE programs.
- Send preliminary list of identified special populations learners to appropriate instructors.
- Coordinate a professional development needs assessment.
- Coordinate the appropriate support activities and services for special populations learners.
- Inform learners and the community of support services available to meet the needs of special populations in CTE programs.
- Attend regional CTE special populations coordinators meetings and student services meetings where appropriate.
- Begin collecting data for MIS and ISIS reports.

Winter

- Assist staff with ordering and/or adapting instructional materials.
- Serve on participatory planning committee.
- Assist in coordinating career development, career planning, and transition activities with guidance staff.
- Prepare and disseminate information to 8th-grade learners and their parents on CTE programs and available support for the needs of special populations (secondary only—recommended, not mandated).
- Attend appropriate professional development activities.
- Continue to make sure support services are provided to CTE special populations learners.
- Continue to support instructors of programs.

Spring

- Begin planning objectives and activities for Perkins grant application.
- Attend individualized educational plan (IEP) and individualized transition plan (ITP) meetings when appropriate.
- Finalize spending and submit budget revisions as necessary to the Illinois State Board of Education (ISBE).
- Continue to provide professional development to instructors and administrators.
- Coordinate evaluation, analysis, and reporting of the fiscal year (FY) support services offered.
- Attend appropriate professional development activities.
- Based upon data obtained, determine improvements to be made in future delivery of services with administrative and instructional staff.

Chart 4-C(b)
Immediate Issues to Consider for the CTE Special Populations Coordinator

- Have you seen the current Perkins allocation budget for the local educational agencies (LEAs)?
- Have you seen your Perkins performance measures? Have support activities and services related to helping learners meet standards been identified?
- Do you have a method of data collection? Are you in touch with all the departments and/or agencies that may be able to provide valuable data?
- Are you involved in School Improvement Planning, Participatory Planning, and Youth Council? Who are the members? What roles do these individuals play in the program planning and improvement process for your area?
- Who disseminates information to 8th-grade learners and parents regarding CTE programs and available support services? (secondary only—recommended, not mandated)
- Are special populations learners assessed for interests and special needs? By whom? Are they guided into programs and served based upon these results?
- Does every learner in CTE programs complete an individualized career plan (ICP)? Who keeps and updates these documents?
- Have you provided professional development regarding special populations needs and assistance strategies—especially for instructors of CTE programs, administrators, and guidance counselors?
- What support activities and services does your agency provide for special populations learners? Which services do you coordinate?
- How are the monitoring and evaluation processes accomplished? Who coordinates the efforts?
- Do you know your counterpart at the secondary or postsecondary agency?
- Do you know your local Department of Human Services (DHS) staff, Illinois Workforce Investment Board (IWIB) representatives, Area Planning Council (APC) participants, Tech Prep, and/or ETC coordinators? Do you attend their meetings?
- Are you using time distribution sheets to record your time?
- Does your time distribution sheet match your travel records?
- Are you informed of and attending inservices, conferences, and workshops that help you do your job more effectively?

Chart 4-D
Agency Collaboration

Support Activities	Agencies				

Chart 4-E
Collaborative Planning Sheet

Student's Name ____________________________ Instructor's Name ____________________________

Dates	Deficiencies Identified by Instructor	Suggested Methods, Activities, and Resources to Be Utilized in Overcoming Deficiencies	Results	Support from Coordinator or Other Team Personnel

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Section B: Recruitment and Retention of Learners into CTE Programs

A common thread in effective recruitment and retention practices of acclaimed LEAs is the institutional commitment that involves administrators, instructors, and other relevant staff. Successful programs have gathered support at all levels, and claim knowledgeable leadership from the district, county, region, and State. These staff members believe in the value of serving special populations and understand the imperatives of ensuring access and equity in quality CTE.

A critical component in recruitment and retention of special populations in CTE is the establishment of practices and policies that reduce barriers for underrepresented groups. Working for the success of all learners requires awareness of biases and barriers commonly found in our educational systems, coupled with the knowledge that educational equity is a powerful tool in improving success. The National Alliance for Partnerships in Equity (NAPE) (1999b) advocates a solid support structure that is infused into the educational system ensuring that members of special populations have every opportunity to succeed. Developing an aggressive recruitment and retention action plan of this kind requires the following:

- Strengthening an early education warning system
- Improving schedule and course selection, planning, and advisement
- Enhancing communication between faculty and learners
- Creating other measures designed to increase learner involvement with LEAs

In addition to establishing sensitive policies and confirming commitments, using a variety of proven recruitment and retention activities for special populations learners is critical to their entrance into and participation in quality CTE programs. It is imperative that information regarding participation in CTE programs and available career opportunities be provided to learners.

Recruitment of Learners

Recruitment involves attracting learners to show an interest in CTE classes/programs. Successful recruitment efforts and outreach utilize good public relations, communications, community involvement, and follow-up. While various forms of media—television, radio, and notices in the newspaper—and telephone contacts increase community awareness of school programs, personal contacts bring the best results. Disseminating program schedules, orientation announcements, and brochures can be valuable marketing strategies (NCRVE, 1995).

Checklist of Good Practice for Recruitment ✔

- Current, up-to-date recruitment materials are ready for distribution at all times.
- Community volunteers are contacted to create a better understanding and mutual respect in the community for the LEAs.

Involves all-school effort—administrators, instructors, and other relevant staff

Resource: NAPE—Creating opportunities for special populations and learners in nontraditional training (www.napequity.org)

Attract and keep special populations through the following means:

- *Sensitive policy*
- *Confirmed commitments*
- *Proven strategies*
- *Information regarding opportunities*

Professional Development Tip: Discuss ways to inform counselors, parents, and community about CTE.

- Rapport is established with community leaders, human service agencies, administrators, educational entities, or any organization where contact can be made to bring awareness to potential learners.
- Benchmarks or goals to improve participation by underrepresented groups in CTE are determined.
- Educational support services and outreach activities are available to recruit and retain learners in CTE programs.
- Preservice and inservice workshops on the topic of equity/nontraditional occupations are presented for educators and collaborators serving special populations.
- Support from parent, community-advocacy, and service organizations are accessed and used.
- Marketing materials are displayed in visible areas of strategic locations (e.g., stores, Department of Human Services [DHS] offices, hospitals, churches, drug stores, employment centers, shelters, and LEAs).
- Support system components are developed and available for orientation and service provision (NAPE, 1999b).
- Materials are written in a variety of languages appropriate to the community.

To ensure that all learners gain entry and access to quality CTE, reach out to individuals who need the programs and strategically market the services and programs through which special populations learners are most frequently served.

Effective Practice for Recruitment

The Construction Industry Career Expo provides over 1,200 learners from Fulton and Peoria Counties an opportunity to learn about trade professions. Learners rotate from station to station and try their hands at laying brick, hammering nails, wiring light fixtures, and even operating a Caterpillar backhoe/loader. The program has been successful in recruiting men and women into construction professions. The success of the program is attributed to the partnership of union building trades, contractors, businesses, the labor management association, and educators. To learn more about the Construction Industry Career Expo, send for the video, which is available for $10.00.

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Effective Practices for Nontraditional Recruitment

- Ashland Community College in Kentucky holds a 40-hour workshop on nontraditional occupations every year. The workshop gives the nontraditional exploration efforts a creative twist by having students take part in a math, science, and computer program called the Techno-Fear Fair. To reduce students' fears of high-anxiety topics, the Techno-Fear Fair features activities such as gambling at a casino (to demonstrate the concept of probability), calculating wallpaper amounts, planning a trip (calculating mileage, planning a budget), playing computer Jeopardy, and completing a program evaluation on the computer (McBride-Bass, J. [1993, March]. Women's Work No More. *Vocational Education Journal*, 68[3], 22-23, 46).

- The Chicago Women in Trades provides the *Tradeswomen of Tomorrow Resource Binder*, which is packed with information on activities for nontraditional work. The resource binder includes the following:

  - Facts and statistics about women and work – information to share with students, faculty, and administrators
  - Career information for counselors – counseling information about trades, including how to get into the trades and some related college majors
  - Activities – information to share with students and faculty members to raise awareness and formulate discussion about nontraditional work
  - Resources – websites, addresses, and phone numbers of organizations that can provide information about women in the trades as well as videos and publication order forms

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- Richland Community College created and developed a nontraditional CTE poster and brochure with the catchy slogan "Breaking with tradition can be a good thing," and colorful photographs of women and men in nontraditional careers. The poster markets the community college nontraditional CTE programs in higher wage careers.

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Strategies for Effective Recruitment, Entry, and Access

- Recruit single parents, displaced homemakers, and/or economically disadvantaged populations.
- Advertise programs by including brochures in food stamp mailings; announcements in welfare checks; or publicize services on community bulletins boards, laundromats, food markets, hospitals, churches, food banks, drug stores, employment centers, shelters, schools, or on buses.
- Identify the CTE programs that need a balance of genders.
- Advertise for these programs in laudromats, churches, area stores, employment offices, and educational entities.
- Use word-of-mouth and door-to-door recruiting with information coming from trusted sources.
- Distribute program information as inserts in store purchases, paychecks, or telephone bills or flyers sent home with schoolchildren.
- Increase the visibility of programs through community service projects.
- Provide opportunities for the academic and social integration of learners.
- Offer programs with flexible scheduling to fit diverse lifestyles in accessible neighborhood locations.
- Arrange transportation (e.g., car pools) and child care for events and programs.
- Advertise success stories, and use successful learners to recruit and follow up on dropouts.
- Advertise in local newspapers and on local radio shows.
- Network with religious leaders, physicians, and social service workers to inform parents or prospective learners about programs.
- Develop strong linkages with feeder schools for area vocational/career centers.
- Review the rules governing CTE program entry to ensure learner access to and participation in CTE and work study programs with firm ties to overall school plans and goals.
- Develop materials in languages appropriate to the community.
- Encourage learners to recruit other learners.

Because lack of a safe environment can be a learning barrier emotionally and psychologically, every effort should be made to make sure learners feel protected. Equal opportunity to learn should be available in all educational activities.

Professional Development Tip: Provide inservice programs for school counselors and academic advisors on nontraditional opportunities since they promote these with learners.

Strategies for Nontraditional Recruitment

- Compile a listing of financial aid assistance available to females interested in entering nontraditional programs.
- Include representations of females in audiovisual, instructional, and orientation materials used during recruitment fairs and career days.
- During recruitment fairs, address the fear of peer disapproval with males and females who are potential nontraditional program students.
- Establish a mentor network for women interested in entering nontraditional occupations.
- Provide employability skills information through presentations in required high school career-technical education courses in order to reach all women students in the target programs.

Women's Websites:

- *Girls Count*
  www.girlscount.org
- *National Institute for Women in Trades, Technology & Science (IWITTS)*
  www.serve.com/iwitss
- *Women's Educational Equity Act Publishing Center (WEEA)*
  www.edc.org/womensequity
- *Ensuring Equity and Excellence in Mathematics*
  www.ncrel.org/sdrs/areas/issues/content/cntareas/math/ma100.htm
- *Equity Online from WEEA*
  www.edc.org/WomensEquity/

Checklist for Equitable Recruitment

- Learners have equal access to recruitment, enrollment, and placement activities.
- Equal access to the full range of CTE programs—occupational-specific courses of study, cooperative education, internships, and apprenticeship programs, and, to the extent practicable, comprehensive career guidance and counseling services—is available for every learner.
- Barriers, discriminatory or otherwise, based on status as members of special populations are removed.
- Learners with disabilities have access to CTE in the most integrated settings possible.
- Fair and equitable representation is obvious in participatory planning and advisory functions.

Checklist of Good Practices for Nontraditional Recruitment

- Strong intra- and interagency collaboration
- Complete range of support services
- An integrated curriculum that includes hands-on training and varied high-tech activities
- Adequate work experience opportunities, effective job placement services, and follow-up programs
- NTO students need NTO role models
- A gender fair environment

Learner Retention in Programs

A key for success in retention of special populations students is creating challenging, nonstigmatizing learning environments that meet learner needs. Policymakers have proposed significant changes in curriculum, instruction, assessment, and organizational strategies to meet these requirements. Dropping out of school results from many complex factors and long-term individual experiences (OERI, 1993):

According to researchers, students perform poorly, leave school early, or act rebelliously because the school program is not relevant to the learners' current and long-term social and economic interests. Historically, CTE programs have been and continue to be the answer for many learners who seek to see the relevance of what they are learning to the real world. (Center for the Study of Social Policy, 1995)

CTE provides relevance and a connection to learning and the real world.

The U.S. Department of Education has published a number of publications that showcase high schools across the country that provide learners with exemplary rigorous learning experiences in school, the workplace, and the community, and improve learner performance and graduation rates. Model secondary high schools that are acknowledged with the badge of prestige called the "New American High School" stress challenging academic standards and training for all learners. The U.S. Department of Education's intent in highlighting the New American High School is to help instructors, counselors, administrators, and LEAs and state agencies to build programs that create opportunities and outline strategies for learner success:

- Aiming High: Strategies to Promote High Standards in High School
- Early Warning Timely Response: A Guide to Safe Schools
- Transition Planning: A Team Effort (NICHCY)
- Seeing the Future: A Planning Guide for High School
- New Urban High School: A Practitioner's Guide

Resource website:
www.ed.gov/offices/ovae/nahs

Effective Practices for Retaining Learners

- To retain learners, innovative New American High Schools offer longer class periods. Instead of six 50-minute periods, for example, a school may offer fewer, but longer classes and schedule them to be taught every other day. Such block schedules allows instructors and learners time for more in-depth, team-oriented projects. Other New American High School strategies include providing smaller learning group situations; raising academic requirements, which provides incentive to achieve and increase skills; and structuring learning around career interests (see www.ed.gov/offices/OVAE/nahs/research.html).
- Heartland Community College in Bloomington, Illinois, offers short certificate programs. These lead to timely and specific skill development, often leading to jobs that learners like. Transportation, child care, and financial aid play a large part in retention at the postsecondary level.

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Equitable participation and equity issues are often barriers to learner retention, and as such are an integral part of the systemwide process. Care should be taken to support learners as they make choices that are nontraditional.

Situational factors that affect persistence include role conflict, time management, family and work problems, economics, and logistics. Individuals facing such circumstantial barriers need services that will enhance their academic adjustment by allowing them to concentrate on their role as learners. Recommended supports include flexible scheduling options such as an independent study; correspondence courses; contract learning; and creative financial aid that might include flexible payment plans and tuition reimbursement (USDE, 1995b).

Situational factors affecting persistence:

- *Role conflict*
- *Time management*
- *Family and work problems*
- *Economics*
- *Logistics*

Recommended supports:

- *Flexible scheduling options*
- *Correspondence courses on independent studies*
- *Contract learning*
- *Creative financial aid*

Psychological factors affect learner participation and retention in CTE. Considerations such as coping skills, self-confidence, self-image, anxiety about schooling based on prior experience, and beliefs or expectations about outcomes pose barriers for a number of learners. Solutions may include communicating anticipated benefits and realistic expectations, helping learners to prioritize life roles, and establishing peer support groups (USDE, 1995b).

Psychological barriers affecting persistence:
- *Coping skills*
- *Self-confidence*
- *Self-image*
- *Anxiety*
- *Beliefs*
- *Expectations*

Recommended supports:
- *Communicate anticipated benefits and realistic expectations.*
- *Help to prioritize goals.*
- *Establish peer support groups.*

Strategies for Effective Retention

- Implement an intensive and organized program to assist potential dropouts prior to and at entry into CTE programs (e.g., orientation, peer mentoring).
- Orient learners and get them to feel their goals are reachable—by helping them have realistic goals and expectations.
- Provide comprehensive orientation that includes assessment of ability, self-confidence, learning style, motivation, and values.
- Tailor specially designed retention plans for different populations to address individual needs and concerns.
- Emphasize the social aspects (e.g., making new friends; warm, friendly atmosphere; informal settings).
- Examine the reasons why learners drop out and provide support systems.
- Improve counseling and advisement, and provide peer mentoring.
- Build coalitions between the educational institution, family, business, and the community at large.
- Focus on employment and employability skills, job survival, vocabulary, and reading related to daily work situations.
- Offer short-term seminars about daily living/family life skills as a means of improving family relationships since difficult family relationships are often reasons for dropping out.
- Send introductory letters to all learners in every program to welcome them and inform them of available support services (e.g., child care, transportation).
- Establish a center with flexible hours where learners can go to use computerized career information software to check their interests and aptitudes.
- Issue special invitations with incentives to learners for attending seminars on frequently encountered barriers to retention.
- Offer peer and professional tutoring on specific skills (e.g., social, etiquette, job application, interviewing, job maintenance) to help learners gain confidence.
- Provide applied academics relevant to career interests, helping learners to see the relationship between what is being learned and how it can be used in the real world.

Dropout prevention demands attention from school and district staff in collaboration with local businesses, community colleges and universities, community-based organizations, and policymakers for any lasting impact to be made on reducing attrition in programs and dropout rates.

Effective Practice for Retention

Illinois Valley Services for Single Parents, Displaced Homemakers, and Single Pregnant Women provides services for high school, GED, and community college students. It is a comprehensive program of counseling, guidance, career exploration, academic advisement, job skills training, and parenting and prenatal information. Services help retain learners by addressing all aspects of the learners' needs at home, work, and school.

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Strategies for Retention of the Limited English Proficient

- Respect for the language and cultural backgrounds of the learners they serve and for the positive qualities these learners bring to the school
- The possibility of long-term involvement, from middle school through high school
- Substantive work experience that promotes mature choices and access to high-quality jobs
- A tutoring and mentoring component that provides intense personal attention and encouragement from successful and caring role models
- Involvement of the family and community
- Appropriate components for native language support and English language development (USDE, 1995b)

Strategies for Retention of Nontraditional Learners

- Send introductory letters to female students in nontraditional programs to welcome them and inform them of the support services.
- Provide and encourage participation in support groups so that nontraditional occupation students can meet and share problems, concerns, and successes.
- Disseminate monthly and quarterly newsletters to all females enrolled in nontraditional occupation programs.
- Offer tutoring to students in nontraditional occupation programs who may need to "catch-up" due to lack of preparation for the subject matter.
- Establish a policy, which advises students to meet with an advisor before withdrawing from a nontraditional occupation program.

Source: Cunanan and Maddy-Bernstein (1993, May).

Did You Know?

Congress found that . . .

- Active learning that is combined with cultural norms and knowledge (vs. ignoring cultural conditioning) may enhance the learning of people of color.
- Learners from low-income families are significantly more likely to leave higher education than learners with higher incomes.
- The amount of grant assistance provided to postsecondary learners is critical in their persistence and degree attainment.
- At-risk learners who receive support services persist to degree completion at higher rates than at-risk learners who do not receive such services.
- Intensive summer programs for incoming first-year students help learners from disadvantaged backgrounds to become acclimated to college life and to improve retention.
- Each student dropout represents an average loss of $58,920 in state and federal income taxes during the course of a lifetime
- CTE instruction using a hands-on, performance-oriented approach helps prevent at-risk youth from dropping out.

Effective Practices for Learner Retention

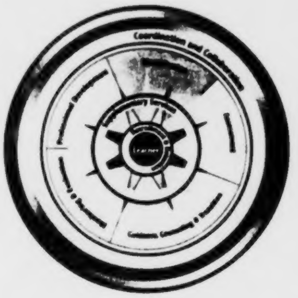
- A number of programs create a link between learners' high school and postsecondary education by bringing learners to campus to expose them to the culture of college life. Some campuses operate a summer institute with a free support service program that provides instruction in study skills and basic computer use. At Miami-Dade County, one such program identifies high-risk learners during the admission process and requires them to take a college orientation course. The course teaches the learner some of the practical skills required to succeed at college and familiarizes them with college procedures and available support services. Supportive academic department offices, advising services, and programs or courses that allow for personal interaction with instructors or counselors help reduce some of the barriers and stress (Hsiao, 1992).

- Changing the Culture: The University of Rhode Island's Demonstration to Enhance the Inclusion and Retention of Students with Disabilities in Postsecondary Institutions developed a curriculum package for a professional development weeklong seminar to train a core group of disability resource mentors with the skills and support necessary to teach learners with disabilities. These disability resource mentors then facilitate formal and informal professional development training for their respective department members. The seminar provides the mentors with enough information and training so that they are each equipped to work with respective departmental colleagues on the day-to-day issues of inclusion of learners with disabilities. The one-week seminar includes technical expertise regarding adaptive equipment, legal information, knowledge of the impact of the most common disabilities to classroom performance, and cultural awareness (University of Rhode Island, n.d.).

Section C: Identification of Learners Who Need Support

A theme throughout this document is that all learners deserve the opportunity to succeed at pursuing their educational and/or job-related goals. Three steps are vital to the success of this endeavor:

1. Make the commitment to guide and assist learners as they work towards self-sufficiency.
2. Establish a system of quality support through coordination and collaboration.
3. Identify learners who are not succeeding well in school and need support:
   - At the high school level, this identification will include tapping a variety of sources listed in later paragraphs.
   - At the postsecondary level, many learners are self-identified as a first step, and coordination proceeds from that point.



Steps to success in education and work

Identifying Special Populations as Defined by Perkins III

Who are the learners who need support? In this document, classification of special populations learners is based upon their current lack of success in CTE programs or reasonable documentation that the learner will not be able to succeed without support services. The Perkins Act identifies the following categories of special populations learners as eligible for services:

Designation of "Special Populations" is based upon the following:

- *Current lack of success in CTE programs*
- *Reasonable documentation that learner will not be able to succeed without support services*

Categories of CTE special populations

- Individuals with disabilities
- Individuals from economically disadvantaged families, including foster children
- Individuals preparing for nontraditional training and employment
- Single parents, including single pregnant women
- Displaced homemakers
- Individuals with other barriers to educational achievement, including individuals with LEP

Charts 3-C: Career-Technical Education Special Populations Codes and Definitions and 3-E: Disability Conditions further describe and define conditions or circumstances under which these individuals may be served.

Identification criteria found in Chapter III on Charts 3-C and 3-E

Finding Learners Who Need Support in Order to Succeed

How does one go about the task of identifying learners? As already discussed, experienced CTE coordinators network within their LEAs and with service providers in the community, providing information and identification criteria for potential referrals. The following individuals may be in these networks and can potentially assist in the identification of learners:

Individuals who can help identify special populations learners

- Students (self-identified)
- Parents (where appropriate)
- Instructors
- Guidance personnel
- Bilingual program or ESL instructors

- Gender Equity Project personnel
- Displaced Homemaker Center personnel
- DHS personnel

Lists that can help identify learners

The following lists that may also be useful:

- Special Education (secondary); DHS Vocational Counselors' List (postsecondary)
- Free and Reduced Lunch (secondary); Pell Grant or Need-Based Financial Aid (postsecondary)
- D/F Grade Lists (secondary); Academic Probation (postsecondary)
- Remedial courses (secondary); Developmental Class Lists (postsecondary)
- Standardized or Non-Grade Equivalent Assessments (e.g., ISIS/IGAP or Terra Nova) for two or more years below grade level or "below standard"

Professional Development Tip: Provide information to the CTE instructor about identifying potential LD characteristics.

Checklist of Good Practice for Identifying Learners Needing Support ✔

- Referral forms are distributed to all CTE instructors for early detection of difficulty succeeding in class.
- Information is gathered from the lists above for indications that learners may have difficulty succeeding.
- Individuals are contacted who need support with targeted recruitment and retention activities.
- Referrals from the network of individuals listed above are checked.
- A list of learners who have documented needs is developed.
- The list of identified learners is used to gather further assessment data or to plan support activities and services.
- Individuals who are involved in reporting data, guiding, instructing, and providing supplemental activities and services are included in planning support activities and services.

Did You Know?

- The most frequently disclosed disability is some type of learning disability (LD).
- LD is often one of the most misunderstood impairments on the continuum of disability types.
- The Americans with Disabilities Act (ADA) was ten-years-old as of July 2000.

Chart 4-F may help guide adults who wonder if they have a learning disability and how to document the disability.

It is important to note that individuals with learning disabilities may need particular assistance in identifying their disabilities and in using modifications that can help them learn more easily. Chart 4-K: Student Interview for Learning Needs: Areas to Observe and Question in the Assessment section of this chapter may be used to assist in this process.

Professional Development Tip: Provide Chart 4-G: Be Your Own Best Advocate. Discuss ways instructors can assist learners to advocate for themselves.

Use Chart 4-K if a learning disability is suspected.

Individuals with disabilities are responsible for providing documentation of their disability to institutional representatives and employers and making appropriate requests regarding the services and adaptations necessary for success. Chart 4-F: Learning Disability Documentation Guidelines for Adults and Chart 4-G: Be Your Own Best Advocate are guide sheets which learners and instructors can use to fulfill this responsibility.

Chart 4-F

Learning Disability Documentation Guidelines for Adults

Many learners have a learning disability and do not know it. According to Payne & Associates (1994), a specific learning disability is a disorder in one or more of the central nervous system processes involved in perceiving, understanding, and/or using concepts through verbal (spoken or written language) or nonverbal means. Learning disabilities are more difficult to diagnosis, especially since they are not physically evident. Learning disability manifests itself with a deficit in one or more of the following areas: attention, reasoning, memory, communications, reading, writing, spelling, calculations, coordination, social competence, and emotional maturity. How do individuals know if they have a learning disability and how do they document disabilities? The guidelines listed here may help those who want to know.

Deciding to Pursue Diagnosis and Documentation.

Questions to consider:

- Where am I having difficulty?
- What is causing the difficulty?
- Have I had this difficulty before?
- If so, how did I handle this difficulty then?
- What might work to ease the difficulty?
- Can I change or affect this difficulty on my own?
- Do I need help changing or affecting this difficulty?
- Where can I get more information to assist me?
- Are there services on/off campus that might help me?
- Will I use selected services?
- Will I value their suggestions and assistance?
- What is my first step?

If you are a qualified learner with a disability, requesting reasonable accommodations, the process begins with the formal documentation of your disability.

Documenting a Disability

1. Select a qualified professional who has worked with and evaluated adults with possible learning disabilities. (Licensed psychologist, neuropsychologist, school psychologist and learning disabilities diagnosticians are among those recommended.)

2. Interview the selected professional to determine if he or she will be providing services which meet your needs and requests. Questions might include the following:
   - How long have you been in practice?
   - Have you tested adults with learning disabilities?
   - How long will the assessment take?
   - What will the assessment cover?
   - Will there be a written and oral report of the assessment?
   - Are you willing to meet with my counselor or advisor to discuss the report?
   - Will our discussion provide useful information as to why I am having school difficulties?
   - Will you give me ideas on how to improve my skills and accommodate the disability?
   - Will the report make recommendations as to where to go for immediate help?
   - What is the cost? What does the cost cover?
   - What are the possibilities and costs for additional consultation?
   - Can insurance cover the costs?
   - Are there other funding sources?
   - Can a payment plan.be worked out?

Chart 4-F (continued)

3. Most colleges and universities will accept the documentation of a learning disability listed below. The documentation should be current, usually within the past three to five years, and reflect adult-based needs. Each college or university sets standards and defines "current" differently, but, generally speaking, if you have the following current documentation, you may be able to receive accommodations:
    - Reliable and acceptable intelligence tests
    - Achievement and academic performance tests
    - Information processing tests

4. Documentation must present clear and specific evidence that a learning disability exists. Reports must include instruments used, test score data, written interpretation, the name of the evaluator, and the dates of testing.

5. Documentation should provide a specific listing of recommendations for accommodations and academic adaptations.

Source: Nancie Payne, LDA Professional Advisory Board, Payne & Associates, Olympia, WA.

Chart 4-G

Be Your Own Best Advocate!

As an individual with a learning or other disability, you are responsible for providing documentation of your disability to institutional representatives and employers in order to receive accommodations regarding the services and adaptations necessary for success. The information below lists some steps to take and resources to use when requesting necessary services.

1. Know where you are going . . . Do your homework.
    - Understand what purpose the program serves—the mission.
    - Recognize what services are provided and to whom.
    - Know what the basic eligibility requirements are to receive services.
    - Decide whether the program has (may have) value and, if so, begin the process.
    - Remember, not all programs and services fit for all individuals.

2. Before applying for services know and/or be able to do the following:
    - Know how to describe and speak about your disability intelligently and positively.
    - Understand your strengths and be able to describe them fully without underemphasizing or exaggerating.
    - Recognize the limitations created by the disability and be able to associate those limitations with reasonable accommodations whenever possible.
    - Understand how you learn best, your unique processing style, and your learning characteristics and be able to share those effectively.
    - Have an idea of the services you are seeking, and state those as closely as possible without limiting exploration of options.

3. During the initial inquiry, ask about specific eligibility requirements or standards needed to request accommodations for a disability and receive program services:
    - Know what the requirements are and what documentation is necessary to verify that there is a disability (i.e., copy of school records, educational or clinical diagnosis, review of data and signature from a certifying professional, age of documentation, etc).
    - Inquire as to whether that organization or agency will provide you with access to either free or low-cost assistance to secure appropriate diagnosis and/or documentation.
    - Understand what knowledge the program or service already has about the type of disability you have, recognizing you might have to provide information (without overloading them).
    - Identify the types of accommodations commonly provided for the disability disclosed and determine whether those accommodations are adequate. If not, explore specific needs with the provider.

Accessing Free or Low-Cost Evaluations

Documenting the learning disabilities may seem like a huge expense, but a variety of local, state, and federal agencies may provide evaluations for a low fee or free of charge. The following are only a few suggestions of services and programs that may provide evaluations.

- **Vocational Rehabilitation Services (Varies Depending on State Regulations)**

  If employment is the primary goal and there is a history of the disability or suspected disability (e.g., previous school records, behaviors, symptoms, chronic employment problems, chronic training/learning problems) creating a substantial barrier or impeding employment opportunities without accommodations and assistance from the rehabilitation program, then vocational rehabilitation services may be able to supply diagnostic services as part of the overall services.

Chart 4-G (continued)

- **Employment and Training Programs (Excluding Welfare-to-Work)**

  If employment and/or training is the primary goal and accessibility is impeded by a disability that does not have adequate (or recent if required) documentation to identify reasonable accommodations, then the provider of services is responsible to provide access in the form of support services to address diagnostic/documentation needs to help provide equal access to the job/training opportunity. Discuss any symptoms or behaviors that may be a hidden disorder to secure resources to diagnosis and documentation.

- **Welfare-to-Work Programs**

  Welfare-to-work programs have a responsibility to provide diagnostic/documentation services for individuals who have a disability. The diagnostic/documentation services help identify the necessary accommodations ensuring equal access to jobs or training programs. Currently, states are trying to identify the incidence of hidden disorders (especially learning disabilities) and provide screening and additional service identification at the front end of services whether the individual discloses or not due to the number of clients who are not aware the difficulties encountered are or may be the result of a hidden disability.

Source: Nancie Payne, LDA Professional Advisory Board, Payne & Associates, Olympia, WA.

Section D: Assessment to Determine Support Needs

Identification and assessment are processes that go hand in hand since identification relies in part on assessment results. Based upon assessment and identification data, learners can be appropriately guided into programs and provided the support activities and supplemental services necessary for learner success. Assessment (e.g., abilities, interests, and aptitudes; unique learning needs and learning preferences) enables the development of comprehensive profiles of learners' competencies, strengths, and limitations.

The terms "assessment," "test," and "evaluation" are frequently used interchangeably, although technically they do not have the same meaning. According to the ISBE *Assessment Handbook* (1995a), the terms can be defined to prevent confusion and establish a common language of understanding.

> A **test**, the narrowest of the terms, usually refers to a specific set of questions or task that is administered to an individual or to all members of a group and measures a sample of behavior or performance.
>
> **Assessment** is more encompassing and includes the collection of information from multiple sources. A test is but one kind of assessment. Assessments may also include observation of learner performance, portfolios, individual interviews, and other procedures. Assessment may refer to groups or individuals.
>
> **Evaluation** refers to making a value judgment about the implications of assessment information. This process is necessary to determine the next steps in improvement and planning for learner performance, instruction, programming, and school reform. While assessment involves obtaining achievement data through a variety of means, evaluation goes a step further—interpreting the data from an informed perspective. That perspective should also be informed by knowledge about instructional content, community context, school climate, and dropout rates. (ISBE, 1995a, p. 1)

States receiving Perkins funds must assess CTE programs, and the participation and performance of special populations learners (Perkins III, Section 124).

Testing, assessment, and evaluation are intertwined and strongly connected, with each piece affecting the quality of the other. This section focuses on assessment of learners' interests, abilities, and special needs for the purpose of guiding learners to courses of study, career experiences, and support services.

LEAs receiving Perkins funds must evaluate programs and assess how special populations are being served (Perkins III, Section 135).

Focus on assessment for supporting learners.

Individuals who have disabilities, disadvantages, and/or limited English proficiency; individuals who are single parents or displaced homemakers; and individuals pursuing nontraditional training and employment all may have specific and unique needs, which makes the establishment of assessment procedures for them particularly important. Assessment of learners is not always easy. Therefore, assessment should be viewed as an ongoing, collaborative process of collecting and analyzing information. The amount and type of information collected on each individual varies according to the information required to make programming and career

Use assessment data to guide learners to appropriate . . .

- *courses of study.*
- *career experiences.*
- *support services.*

decisions. Charts 4-H(a) & (b) and 4-I(a) & (b) are student and parent interview guides and forms, which can provide informal information.

State Goals for learning, curricula, instruction, learning outcomes, assessment systems, and improvement activities are interrelated and must be aligned.

Assessment of special needs provides comprehensive profiles of learners' strengths and limitations. These profiles contain specific recommendations for remediating deficit areas and making optimal use of learners' interests and abilities. When done appropriately, assessment facilitates the most appropriate guidance of special populations learners into CTE programs and maximizes their potential for success within those programs. More importantly, assessment helps learners to develop a better understanding of themselves and their abilities to perform more effectively in educational and work arenas.

Because assessment is ongoing, it is important that it include specific activities that are initiated at strategic decisionmaking times (e.g., entrance into and exit from agency or training programs). Learners all too often enroll in programs with little regard for how their unique learning needs might impact their abilities to function successfully. By the same token, program and job placement decisions may be made with little regard for the learner's interests and abilities, and with minimal awareness of the demands and expectations of the area selected. Appropriate assessment provides a comprehensive profile of learners' strengths and limitations, and becomes a foundation for specific recommendations to improve their performance, maximizing their interests and abilities.

Career Scope

Magellan (good for special needs learners)

Horizons Career Interest Battery

Discover Bridges

Types of Assessments

Career Interest Assessments

Occupational interests can be somewhat difficult to measure, particularly in an adolescent population where aspirations are frequently based on unrealistic perceptions, as well as being subject to constant change. It becomes even more of a challenge with individuals who have had minimal exposure to occupational information and few experiences upon which to base decisions about preferred activities. For this reason, it is suggested that before attempting to assess interests, learners be provided opportunities to learn about different types of work, including those which are nontraditional for their gender through the use of field trips, audiovisual materials, guest speakers, and classroom activities.

Sample interview guides and forms for students and parents (Charts 4-H[a] & [b] and 4-I[a] & [b])

Since interest instruments involve self-report, they should be treated more as subjective ratings, rather than test data. In addition to inventories and surveys, career assessment interviews that draw out learners' skills and interests which would be transferable to nontraditional employment will assist learners in understanding all of their options.

Professional Development Tip: Provide several samples of interest inventories. Allow instructors to review or take inventories if possible.

It has been noted that the information obtained from interest inventories can be easily slanted. Reasons include a desire to appear interested in activities that are perceived as being more acceptable or prestigious, as well as apprehension over revealing a preference for activities that seem above or below one's capabilities. For this reason, validity and reliability of interest inventory results should never be assumed. Results are usually most reliable when learners have a genuine desire to learn more about their interest and, therefore, put forth an effort to respond as honestly as possible.

When selecting interest inventories, there are some important factors to consider. Since many inventories require reading descriptions of various work activities, these may not be appropriate for use with persons identified as having limited reading skills. Similarly, interest instruments using an audiovisual format might be difficult for LEP learners because of the vocabulary or syntax used. Although there are several picture interest inventories available for use with nonreaders, the fact that some use drawings of work activities rather than actual photographs could prove problematic for individuals with perceptual deficits or limited abstract reasoning skills. Persons from a nondominant culture may also have difficulty identifying illustrations of items or situations unavailable in their native cultures. In addition, if an interest inventory has been specifically developed for use with a particular population, such as those with educable mental disabilities or learning disabilities, it may not be appropriate for use with those who have academic disadvantages and/or LEP. It should also be noted that a review suggests that there are no formal interest inventories designed for use in assessing the interests of individuals who have trainable, severe, and or profound mental disabilities. With these populations, an informal assessment of interests through the use of behavioral observations may be necessary.

Consideration for those with certain special needs:

- *Reading level*
- *Audiovisual format*
- *Vocabulary and syntax*
- *Drawings vs. photos*
- *Illustrations*

Career Interest Inventories Examples:

- *Career Occupation Preference Interest Inventory (COPS)*
- *Career Occupation Preference Interest Inventory (COPSII)*
- *Reading Free Vocational Interest Inventory (RFVII)*
- *Vocational Interest Exploration Survey (VOC-TIES)*
- *Vocational Interest Exploration (VIE) System*

A final consideration in the selection of interest inventories relates to the types of occupations being targeted. Although the majority of inventories attempt to measure a broad range of interests, some focus primarily on career-technical occupations requiring up to two years of training. Others target professional occupations requiring a minimum of a four-year college degree. A decision as to which type of interest inventory to use will depend upon the level of the learner and the nature of the secondary/postsecondary employment options to be explored.

Type of interest inventory depends on learner level and nature of employment options to be explored.

Basic Academic and Workplace Skills Assessments

"Basic skills" is defined for our purposes as learners' achievement levels and/or competencies in the areas of reading, writing, spelling, language development, math, and the workplace skills. Achievement in such areas as independent living skills and study skills may also be included. Achievement tests provide a measure of the extent to which a student has "achieved" or learned information. (See the Sample Workplace Skills Questions in Chapter VIII, Resources.)

Standardized norm-referenced achievement tests usually result in a grade-level or age-range score. This allows for comparison between the achievement levels of same age/grade learners. Such information is sometimes used to help identify those in need of remediation or special support services. For example, scoring two grade levels below actual grade placement for secondary students has been identified by ISBE as one of the criteria for determining eligibility for classification as academically disadvantaged.

Standardized Norm-Referenced Tests Examples:

- *Prairie State Exam*
- *Work Keys*
- *Compass Test (ACT)*
- *ASSET (ACT)*

Resource: Performance-Based/Criterion-Referenced Tests, Performance Assessment in Mathematics: Approaches to Open-Ended Problems (ISBE, 1995a)

Criterion-referenced and competency-based academic achievement tests identify specific academic strengths and deficits rather than comparing a learner's performance to that of a norm group. This information is often far more useful in assessment, since it provides information in functional terms as to what the individual does and does not currently know. Data can then be used to develop prescriptive recommendations as to the types of remediation, curriculum adaptation/modification, or special support services that may be needed in the future.

Portfolio assessments are those which are purposeful collections of a learner's work that exhibits to the learner (and/or others) the learner's efforts, progress, or achievement in given areas. This collection should include learner participation in the selection of the portfolio content, the criteria for the selection, the criteria for judging its merit, and the evidence of learner self-reflection. An effective assessment should be continuous and capture a rich array of what learners know and can do. It should involve realistic contexts, communicate to learners and others what is valued, portray the processes by which work is accomplished, and be integrated with instruction. Rating scales, checklists, oral interviews, observations, Cloze tests, open-ended tests, self-assessments, audio and videotapes, learner work samples, learner questionnaires, and journals may all be parts of a portfolio.

General Abilities and Aptitudes Assessments

Abilities and Aptitudes Examples:
- *Apticom (Cross-validated with the GATB)*
- *Bennett Mechanical Comprehension Test*
- *Career Ability Placement Survey (CAPS)*
- *Computer Operator Aptitude Battery (COAB)*
- *Differential Aptitude Test (DAT)*
- *Short-Tests of Clerical Ability (STCA)*
- *McCarron Dial-VIE System (matches with entry-level jobs)*

Paper-and-pencil, computer, and performance-based general abilities and aptitudes assessment instruments are designed to measure abilities/aptitudes in more than one area. Often referred to as aptitude batteries or multiple ability tests, these instruments attempt to measure an individual's capacity or potential for performing certain types of activities, rather than only assessing current level of achievement. Since most paper-pencil aptitude tests can be administered in group settings, and since few take more than two to four hours to administer (some even less), they are generally the methods used to collect aptitude information.

Aptitude tests are considered most useful for providing guidance for learners whose abilities/aptitudes fall within the middle and upper ranges. Individual placement decisions, especially for those whose tested abilities fall within the below-average to low range, may necessitate the use of more comprehensive assessment methods or, at a minimum, incorporating other assessment information with the results obtained from aptitude testing.

Adaptations for paper-and-pencil tests:
- *Administer individually or to small groups.*
- *Break testing into manageable segments.*
- *Use performance-based instruments.*
- *Perform interviews.*

In order to maximize the usefulness of paper-pencil ability/aptitude tests in the assessment of learners who have difficulties, it often helps to administer them individually or in small group settings. The testing time on instruments requiring several hours to complete may also be broken into manageable segments. For nonreaders or those with limited reading skills, the use of performance-based aptitude instruments might prove more appropriate than paper-and-pencil tests. Informal career assessments may also be administered by interview techniques, drawing out the learners' skills and interests, which are transferable particularly to nontraditional employment, will assist in determining ability/aptitude in a nontraditional career.

Specialized Abilities/Aptitudes Assessments

Several instruments designed to measure abilities/aptitudes in specialized areas, such as mechanical comprehension, clerical ability, color discrimination, forms/spatial perception, and motor abilities may be obtained. Some of the areas that special ability/aptitude tests assess are also measured by general aptitude batteries; however, specialized tests often attempt to measure abilities in areas not assessed by other instruments.

New Special Populations Personnel: Coordinate with Special Education Cooperatives/Districts for assessment of individuals with special needs.

Although some tests can be group-administered, most require individual administration. For this reason, as well as the fact that they are measuring abilities in very specific areas, special ability/aptitude tests are used less frequently than general ability/aptitude instruments during initial assessment activities. They are usually administered on an "as needed" basis to more thoroughly assess abilities/aptitudes measured comprehensively by general ability/aptitude instruments.

Adaptive Behavior/Social and Pre-Employment Skills/Learning Preferences/Values and Attitudes Assessments

A variety of different types of assessment instruments can be used to obtain information relevant to an individual's functioning within the affective/emotional/social domain. Instruments which measure basic independent living/pre-employment competencies, job seeking/job keeping skills, and those that assess an individual's learning preference are also available. One such example included here is an observation tool for assessing skills, Chart 4-J(a) & (b): Entry-Level Skills Needed for Career-Technical Education/Training Guide and Form.

Adaptive Behavior Examples:
- *Functional Assessment Inventory (FAI)*
- *Street Survival Skills Questionnaire (SSSQ)*
- *Survey of Functional Adaptive Behaviors (SFAB)*

Charts 4-J(a) & (b)

The use of instruments is generally limited to those for whom more in-depth assessment information is needed. Although some can be group-administered, many require individual administration. The intended population for a few of the instruments are individuals who have mental, emotional, and learning disabilities.

Work Sample/Work Evaluation System Assessments

Various commercial work samples or work evaluation systems that might be used during an in-depth assessment are available. These instruments are usually best administered by an assessment specialist, or at least by persons who have received training in how to administer and interpret the work samples and evaluate systems under consideration. Several of the instruments listed are designed primarily for career exploration or instructional purposes rather than for assessment.

Work Attitudes/Values Examples:
- *Career Orientation Placement and Evaluation Survey (COPES)*
- *Minnesota Importance Questionnaire (MIQ)*
- *Please Understand Me*

Learning Preferences Examples:
- *Learning Style Inventory (4MAT Excel, Inc.)*
- *Learning Styles Inventory (Dunn and Dunn)*
- *Vocational Learning Styles Inventory Media Kit (based on CITE Inventory)*
- *Multiple Intelligences Rubrics (David Lazear)*
- *Kaleidoscope Profile*

The advantage of work samples is that they allow for a hands-on assessment of a person's ability.

In general, work samples and work evaluation systems are individually administered. It is sometimes possible to work with small groups (preferably no more than five people per evaluator) when several different work samples are available or evaluation systems with multiple subtests are being used. The term "work sample" refers to the use of real or simulated work activities to assess an individual's current or potential abilities within a given area. Work samples sometimes relate to trade, technical, or business-oriented occupations, such as mechanical assembly and repair, drafting, electronics, clerical, and cashiering; however, some work samples attempt to simulate activities that might be performed in a variety of different jobs, rather than relating to a specific occupation. For example, a work sample might provide information about a person's ability to discriminate colors/sizes/shapes, or the ability to use tools, follow diagrams, and pay attention to detail. The advantage of work samples is that they allow for a hands-on assessment of a person's ability within a given area, rather than inferring abilities on the basis of one's performance on a paper-and-pencil test. It should be noted, however, that learners who have not had previous hands-on experience with tools and machines may not do well despite an ability/aptitude in that area.

Dexterity Test Example:
- *Minnesota Rate of Manipulation*

Work evaluation systems are similar to work samples in that they are usually individually administered and involve at least some hands-on performance activities; however, work evaluation systems sometimes bear little resemblance to actual work. Instead, a variety of different subtest or testing apparatus are used to assess levels of functioning within the cognitive, perceptual, psychomotor, and affective domain. The information obtained is then integrated into a profile which can be used to identify an individual's strengths and limitations, as well as providing information regarding current programming needs and the types of occupations that best match the individual's profile.

It should be noted that in order to determine whether an instrument falls into the category of a work sample or a work evaluation system, it is necessary to look beyond the name of the instrument and to review the instrument's purpose.

Informal Support Needs Assessment Examples:
- *Student Interview, Chart 4-H(a) & (b)*
- *Parent Interview, Chart 4-I(a) & (b)*
- *Student Learning Needs, Chart 4-K*

Support Service Needs Assessment

A questionnaire and/or interview designed to assess life situation needs, such as child care, transportation, and referral to social services and/or to educational agencies, may be conducted in order for the individual to complete her or his education. Chart 4-K: Student Interview Learning Needs: Areas to Observe and Question may be used in such a way that possible special learning needs and learning disabilities are revealed. Referrals to a specialist are appropriate in this event.

What assessment resources are available in your area?

Note: The assessment examples were contributed by special populations personnel from the Quad City/Tri-County VoTech Regions, the Five County Regional Vocational System, Blackhawk College, Parkland College, Southwestern College, and Southeastern College.

Uses of Assessment Results

Ultimately, assessment results and recommendations for support services and program placement should be provided to and appropriate support options discussed with individuals involved with the success of learners. These may include, but are not limited to, learners, parent(s)/guardian(s), and instructors.

In order to use the information effectively, service providers should be familiar with the requirements of individual programs. Often, the appropriateness of curriculum modifications and/or accommodations depends upon the requirements not only of the individual program, but also on the ultimate employment opportunities.

- Example: An adult with a learning disability is interested in industrial occupations, but has difficulty understanding diagrams and is unable to comprehend written directions.

  To Help: Service providers are informed about which programs and/or training opportunities would allow some mechanical assembly operations without having to read blueprints or follow technical manuals or by finding a tutor who could teach the skill or assist with content modifications.

- Example: An individual with low-level reading skills could perform many jobs in an automotive area; however, a master mechanic would need to understand the information contained in repair manuals, which are updated on a regular basis to reflect new innovations in technology.

  To Help: Service providers are informed about the content manual modification possibilities, and the local job market for individuals with these basic skill levels.

(Excerpted from Sarkees-Wircenski & Scott, 1995, p. 214.)

Checklist of Good Practice for Assessing Students

- A process is in place for identifying learners who potentially need support.
- All learners are assessed for special needs, life situation needs, basic skills, interests, and styles.
- Multiple measures, such as portfolios, interviews, projects, and written scenarios, are used as assessment data.
- All appropriate individuals are involved in the assessment process.
- Results are distributed to/discussed with all individuals (e.g., counselors, instructors, parents, learners, and administrative personnel).
- Support activities and supplementary services needed are identified.
- Available resources for supporting learners both within and outside the system are identified.
- Expenditure of monies allocated for support activities are guided by the assessment results.

Several benefits are derived from the establishment of an assessment process (Sarkees-Wircenski & Scott, 1995, p. 214). These benefits include, but are limited to, the following:

- *Assessment results can identify specific strengths and limitations.*
- *Assessment can provide information suggesting modifications to curriculum, facilities, equipment, instructional delivery, and learner evaluation procedures.*
- *Assessment experiences can build self-confidence.*
- *Assessment results provide a means of comparing learner abilities with actual job competencies.*

Professional Development Tip: Build an effective assessment system that provides good data for supporting learners.

- *Who is responsible for the assessment process?*
- *How will it get done?*
- *Who will cover the costs?*
- *How and with whom will information be shared?*

Effective Practice for Assessment of Learners

At Olney Central College, the Special Population Office and Learning Skills Center provides a number of learning style inventories and special learning needs assessment tools to help learners identify their individual strengths and the accommodations necessary to support success. A variety of accommodations may be provided depending on the need of the individual such as untimed tests, individualized testing, color overlay, flexible time schedules, and print windows and other options that may enhance learning.

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Chart 4-H(a)
Sample Student Interview Guide

Attitude Toward Disability

- Do you have any sort of disability?
- Are you in a special education program? Which one? Why?
- How do you feel about being in this program?
- How do your family and friends feel about it?

Interests and Activities

- What do you do in your leisure time? Sports? Hobbies? Church?
- Do you have any jobs at home? What?
- What job do you think you would be good at and like to do?
- What job(s) do you really think you would not like? Why?

Occupational and Career Awareness

- Name as many jobs as you can (up to 15).
- Name three jobs available in a supermarket.
- What are ways to find out about job openings?
- What do employers look for when they hire someone?
- What are some reasons people get fired from jobs?
- What would an employer like about you? Not like?
- What should you do if you are going to be late or absent from work?

Work and Classroom Preferences

- What teachers do you like best? Why? Which least? Why?
- Do you like to work by yourself or with a group?
- On a job, would you rather sit most of the time or move around a lot?
- Would you rather work outside, inside, or both?
- How would you feel about working where it is cold? Hot? Wet? Where there are dangerous things about?
- What kinds of people do you not like to work with?

Educational Interests

- What courses would you like to take? Which do you want to take?
- Would you like to enroll in vocational training now or later? What kind?
- Of all the school courses you have taken, which one(s) were the best? Why?
- What will you do after high school?

Functional Skills

- If you lived by yourself and had a job, what are some of the things you would have to spend your money on each month?
- How much does it cost for groceries for two people each week if you cook at home?
- Can you use a telephone? How/what do you dial in an emergency?
- If you had a job, how would you get to work? Can you drive?
- Do you go shopping by yourself? What do you buy?

Family

- How does your family feel about you working?
- Do they trust you?
- What do you like best about your home life?
- Is there anything in your home life that might cause difficulties?

Source: Thomas M. Kennedy, Intermediate School District, St. Clair County, 499 Range Road, P.O. Box 5001, Port Huron, MI 48061-5001.

Chart 4-H(b)
Student Interview Form

Name: ____ Birthdate: __________________

School: ______________________________________ Age: _____ Certification: _____________

Parent/Guardian: ____

Address: ____ Phone: __________________

Attitudes Toward Disability:

Interests and Activities:

Occupational/Career Awareness:

Work and Classroom Preferences:

Source: Thomas M. Kennedy, Intermediate School District, St. Clair County, 499 Range Road, P.O. Box 5001, Port Huron, MI 48061-5001.

Chart 4-H(b) (continued)

Educational Interests:

Functional Skills:

Family:

Additional Comments:

Completed by ______________________

Source: Thomas M. Kennedy, Intermediate School District, St. Clair County, 499 Range Road, P.O. Box 5001, Port Huron, MI 48061-5001.

Chart 4-I(a)
Sample Parent Interview Guide

Awareness of Son/Daughter's Disability
- Deny it
- Ignore it/indifferent
- Realistic attitude
- Hypersensitive/overprotective

Family
- Are you able to have meaningful talks about future career plans?
- Does your son or daughter take your advice?
- Does your son or daughter trust your insight?
- Are you the strongest influence in your child's life?
- Does your son or daughter respect your opinion?
- Now that your son or daughter is reaching adulthood, how are things going regarding your everyday relationship?

Functional Skills
- If necessary, could your son or daughter live on his or her own?
- What household chores can he or she perform well?
- Does your son or daughter shop for food, clothing, gifts, magazines, etc.?
- Can your son or daughter use a telephone, read and order from a menu, or use public transportation?

Educational Aspirations
- What kind of high school program would you like your son or daughter to take?
- What kind of skills would you like your son or daughter to learn in school (e.g., math, reading, independence, mechanical)?
- What area of your son or daughter's education needs the most improvement?
- What changes would you like to see in your son or daughter's current course of instruction?

Vocational Aspirations
- What do you see your son or daughter doing after high school?
  - College/junior college
  - Military
  - Trade school
  - Skilled employment
  - Semi-skilled employment
  - Other
- List three jobs which you think your son or daughter could succeed at and would enjoy.

Overall Expectations:

1. High   2. Low   3. Indifferent   4. Unrealistic

Source: Thomas M. Kennedy, Intermediate School District, St. Clair County, 499 Range Road, P.O. Box 5001, Port Huron, MI 48061-5001.

Date: ____________________

Chart 4-I(b)
Sample Parent Interview Form

Parent/Guardian: ____

Student's Name: ____

Address: ______________________________ Phone: __________________

Siblings (age): ____

Awareness of Son or Daughter's Disability:

Family:

Functional Skills:

Educational Aspirations:

Source: Thomas M. Kennedy, Intermediate School District, St. Clair County, 499 Range Road, P.O. Box 5001, Port Huron, MI 48061-5001.

Chart 4-I(b) (continued)

Career Aspirations:

Overall Expectations:

Additional Comments:

Completed by ______________________

Source: Thomas M. Kennedy, Intermediate School District, St. Clair County, 499 Range Road, P.O. Box 5001, Port Huron, MI 48061-5001.

Chart 4-J(a)
Entry-Level Skills Needed for Career-Technical Education/Training Guide

Guide for Completing the Entry-Level Skills Needed for Career-Technical Education/Training Form

The purpose of this form is to identify minimum entry-level skills within each training area. Since scoring of these entry-level skills is based upon knowledge of class curriculum, the form should be completed by a career-technical education/training instructor.

Scoring for each skill area is accomplished by filling in the required minimum level of achievement either by indicating an approximate percentage or a grade equivalent, if appropriate.

If a skill is not needed for entry into a program, this area can be left blank. If other critical skills are identified by instructors, but are not listed on this form, an additional list can be created on a separate sheet of paper.

Guide for Comparison of the Entry-Level Skills Needed for Career-Technical Education/Training Form and VEEAP Profile

Scores on this form are designed to be compared with scores on the VEEAP Profile which indicates the learner's level of achievement in these same skill areas. By placing the two forms side by side, an easy assessment can be made of the learner's readiness for career-technical education/training. This comparison pinpoints the learner's strengths and weaknesses as related to the basic skills needed for successful entry and participation.

This comparison of skills can be a useful tool in its identification of potential problem areas prior to placement so that appropriate support and curriculum adjustments can be made. One precaution with regard to setting minimum criteria needs to be mentioned so that the establishment of minimum standards in no way limits learners with disabilities from participating. The impact of this comparison should be a position one, where information would only be used to enhance and support placement in education/training programs and program planning.

Source: Thomas M. Kennedy, Intermediate School District, St. Clair County, 499 Range Road, P.O. Box 5001, Port Huron, MI 48061-5001.

Chart 4-J(b)

Entry-Level Skills Needed for Career-Technical Education/Training

Vocational Area ______________________________

Completed by ______________________________ Date ______________

School ______________________________

SCALE 100% or G.E.	75%	50%	25%	No Skill	CATEGORY
					Psychomotor/Physical
					Gross Motor
					Fine Motor
					Upper Body Movement
					Lower Body Movement
					Mobility
					Physical Strength
					Learning Modes
					Follow Written Directions
					Follow Verbal Directions
					Follow Demonstrated Instructions
					Follow Diagrammatic Instructions
					Attendance
					General Attendance
					Punctuality
					Safety
					Follow Safety Procedures
					Identify Safety Words/Signs
					Task Orientation
					Attitude Toward Assignments
					Endurance on Assignments
					Work Pace
					Initiative Toward Assignments
					Classroom Participation
					Supervision Required
					Recognition of Mistakes
					Reaction to Feedback
					Social Skills
					Peer Work Relationships
					Peer Social Interaction
					Peer Communication
					Teacher Interaction
					Personal Grooming
					Psychomotor/Physical
					Reading, General
					Reading, Comprehension
					Alphabet Recognition
					Transcribe Information
					Communicate, Verbal
					Communicate, Written
					Quantitative/Numerical
					Numerical Sequence/Place Value
					Counts from 1 to 100
					Transcribes numbers and symbols
					Addition/Subtraction
					Multiply/Divide
					Linear Measurement
					Volume Measurement
					Liquid Measurement
					Use of Calendar and Ordinals
					Time
					Calculate Time
					Count Money
					Exchange Monetary Units

Source: Thomas M. Kennedy, Intermediate School District, St. Clair County, 499 Range Road, P.O. Box 5001, Port Huron, MI 48061-5001.

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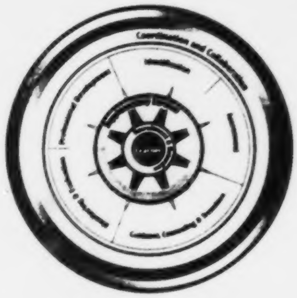
Chart 4-K
Student Interview for Learning Needs: Areas to Observe and Question

Interviews for support services or referral to social or educational agencies for further assessment may include such items as the following:

- Student's Background – educational experiences, career-technical skills, past jobs, talents/abilities
- Current Situation – living arrangements, employment, leisure time activities
- Health (discretion must be used in this area due to confidentiality issues) – allergies, eyes and ears, injuries/accidents, medications (as related to learning)
- Basic Academic Skills – reading, writing, and math levels; daily life functional skills
- Learning Modalities – auditory, visual, tactile, kinesthetic, multimodality
- Spatial Relationships – left/right orientation, following directions to locations
- Attention Span – concentration, distractibility, impulsivity
- Time Orientation – punctuality, length of time needed to complete tasks
- Sequencing – order of past events, following verbal and written instructions
- Memory – retention of past events, retention of instruction, short-term/long-term
- Social/Emotional – appearance, attitude, ability to converse, anxiety, self-esteem, individual vs. group worker
- Language/Discussion – expressive, receptive, verbal communication, amount of conversation, rate of conversation
- Motor-Visual Motor – coordination in walking and general movement, clumsiness, manipulation of objects, print, cursive or other writing patterns, copying information ability, near and far points, drawing
- Study Habits – organization of materials, ability to prioritize
- Goals – accomplish in career-technical programs, accomplish by next year, long-range

Source: Adapted from the work of Neil Sturomski, President, Sturomski and Associates, Washington, DC, (202) 319-8112.

Section E: Supplementary Support Services



Raising academic standards depends on giving students access to the services they need in order to permit them to focus on education. Unless their needs for support are met, students cannot learn, no matter how thoughtful the curriculum, how dedicated the instructors (Visher & Hudis, 1999, p. 111).

Obviously, basic support services must be provided. They are included in Perkins III as supplemental services.

Supplemental services is defined in Section 521(38) as "... curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and services." Comprehensive, coordinated supplemental services enhance opportunities. The means should be found to help all learners in their move from one educational level to the next and/or from school to rewarding careers and lifelong learning. An efficient and comprehensive student services delivery system helps to attain this goal. This section presents information on supplementary support services in order to help secondary schools respond to the diverse needs of the nation's growing learner population (National Center for Research and Vocational Education, 1998).

Perkins specifies . . .

- *curriculum modification.*
- *equipment modification.*
- *classroom modification.*
- *supportive personnel.*
- *instructional aids and services.*

Supplementary services help learners find increased satisfaction, availability, and quality of educational experiences. While an excellent faculty, improved teaching techniques, and a rich curriculum are necessary components to improve learner outcomes, these components are best accompanied by a comprehensive, coordinated student services system.

This is accomplished through coordinating the provision of supplemental (or supplementary) services, which includes a wide array of possibilities. Examples are tutors, notetakers, instructor aides and paraprofessionals, interpreters, and mentors from school, community, or business and industry; special instructional materials/supplies; support groups; tuition payments; child care; and transportation. Various sources of local and external funding may be sought for these services. See Chart 4-L: Funding Matrix of Supplementary Services for Special Populations Learners (allowable by the Perkins Act).

Examples of supplemental support services

Chart 4-L: Funding Matrix of Supplementary Services

The following checklist includes activities characteristic of an effective program of supplementary support, which is an integral part of a comprehensive support system.

Checklist of Good Practice for Providing Supplementary Support Services

- All administrators, special populations personnel, special education and regular instructors, guardian(s)/parent(s), and guidance personnel are informed of support services available to learners.
- Recommendations for learner support services are based on assessment results.

- An individual responsible for coordinating student support services for CTE special populations learners is employed or assigned by the district/region/community college/ETC system or adult education center.
- Appropriate support services are provided to all learners as needed.
- Learners' needs for support services are checked on a regular basis to determine service effectiveness and further service needs.

Supplementary Services Allowable for Perkins Act Funding

Career-Technical Education Special Populations Personnel

A person designated to provide activities, support services, and referrals to other appropriate services for CTE special populations learners. For more information about the qualifications and responsibilities of these individuals, see the description of the CTE special populations coordinator in the "Collaboration and Coordination" section at the beginning of this chapter.

Mentoring

Mentoring involves matching learners with a mentor from the community or another learner to provide support and encouragement in pursuit of the learners' career goals. Through mentoring, learners are able to develop and benefit from a supportive relationship. The mentor is to be a professional and personal role model who shares information and experiences and works collaboratively with the learner to establish personal, social, and career goals. Mentoring can be an important tool in increasing academic achievement, raising self-esteem, developing good work habits, exploring career options, and keeping learners, particularly those at risk of failing or dropping out, in school until graduation. Mentoring, which may take place on a regular schedule or on an as-needed basis, can be beneficial for all special populations learners in CTE programs and, ultimately, may assist them in finding employment.

Professional Development Tip: Discuss providing training for mentors.

Effective Practice for Mentoring

The Career Mentor Alumni Program (Career MAP) uses the help of alumni volunteers and professionals currently working in the local area who agree to share their knowledge, experience, and skills with learners interested in a mentoring program. With a mentor network consisting primarily of alumni, this program is a learner support system, a career information database, a decisionmaking tool, a districtwide resource, a guide to success, and a source of inspiration for struggling learners. This plan is also ideally suited as an inspiration for learners with disabilities who would benefit greatly from the experience of others. On a districtwide basis, the program allows learners to obtain services in their local area at convenient times and locations best suited to their needs. These services are essential, especially for learners who need extra support to boost their confidence in transitioning both to school and to work.

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Support Groups

Groups may be formed to provide support for special populations learners. Sharing successes in overcoming obstacles, receiving encouragement, and seeking advice in achieving goals are essential elements of a support group. Support groups can be beneficial to special populations learners in the successful completion of nontraditional programs. Perkins funds may be used to pay related expenses of support groups for nontraditional learners enrolled in CTE courses.

Tutoring

Tutoring may be provided to special populations learners who are enrolled in CTE programs and who need assistance to be successful. The tutoring should relate to the problem that is keeping the learner from being successful in the CTE course.

Tutoring by Adults

A growing body of research indicates that when instructors provide learners with personal tutoring, the learner usually performs better than their counterparts who did not receive such tutoring (Bottoms & Mikos, 1996). Volunteers often serve effectively as tutors and role models.

Professional Development Tip: Include support personnel in professional development activities, including making individualized plans for professional growth.

Peer Tutoring

According to the research, structured peer tutoring programs are effective and benefit both the tutor and the learner. Peer relationships have a strong influence on achievement. Through peer interaction, learners are able to share, help, comfort, and empathize with each other. Learning, friendship, and social growth are often positive outcomes for the tutor and learner. The tutor learns from teaching, and, through interaction, learners learn from peer modeling.

Essential Ingredients of Peer Programs

- Learners must relate to one another to achieve common goals.
- Learners must be personally accountable for mastering the material and for helping each other, and must understand that it is to their advantage if other learners learn.
- Learners must learn how to build and maintain collaborative relationships.
- In peer tutoring programs, each learner must be given an opportunity to be the assistant or to lead a cooperative learning group.
- Groups must be as heterogeneous as possible in academic ability, ethnicity, and physical disabilities. (Bernard, 1990)

Basic Steps for Starting a Peer Tutoring Program

- *Select tutors and learners* – Start with those learners most in need and eager to participate.
- *Design an appropriate program* – Planning is essential to ensuring smooth implementation and positive outcomes.
- *Train tutors* – Give an overview of what tutoring is, its values and goals, what to do during a session, and how to help the tutored learners.
- *Select skills and content* – Some activities lend themselves well to peer teaching, such as drills and learning games. As skills develop, they need to be applied to classroom materials and content so that the learner will experience immediate application of new knowledge.
- *Design a tutoring lesson* – Show the tutor how to manage a session, keeping steps to a minimum.
- *Monitor and evaluate the program* – Check for evidence of progress during and at the end of the program. (Bernard, 1990)

Effective Practice for Peer Tutoring

Project Adelante, established in 1988 at Kean College, New Jersey, is currently implemented in three New Jersey school districts. The project's goals are to improve the high school graduation rate of Hispanic learners (especially those still learning English), increase their opportunities for college admission, and increase the number who enter the teaching profession.

Hispanic middle and high school students receive academic instruction, career and personal counseling, peer tutoring, and mentoring by Hispanic professionals. This takes place on the Kean College campus during an intensive five-week Summer Academy and at Saturday Academies during the academic year. Learners usually enter the program in middle school and are encouraged to remain with it until they complete high school.

Peer tutoring furthers Adelante's goal of encouraging learners to enter the teaching profession. Tutors are Hispanic and African-American high school juniors and seniors and Kean College freshmen and sophomores, many of whom are former Adelante students. Each tutor is assigned a small group of learners to meet with, work with in class, and interact with in written dialogue journals. The tutors serve as role models. At the same time, tutors receive intensive and ongoing training. They learn the tasks and responsibilities of teaching and are often inspired to pursue teaching careers (Center for Applied Linguistics, 1994).

Special Instructional Resources

Special instructional and career development materials and/or supplies may be provided to support special populations learners in CTE courses. Examples of materials include supplemental workbooks; large-print textbooks; study guides; verbal lecture materials; audiovisual materials such as videotapes; TV; PowerPoint presentations; and demonstrations using tools, equipment, manipulative devices, and concrete materials. To effectively use the variety of special instructional materials, personnel working with special populations learners should consider the learners' modes of learning and build on strengths and preferences.

Professional Development Tip: Involve special education staff in CTE staff meetings to share techniques they use.

Strategies for Effectively Using Special Instructional Materials

- Identify, select, implement, and evaluate effective instructional strategies for learners continuously. Coordinate the materials used with these strategies.
- Actively select instructional materials on websites, curriculum centers, and at conferences.
- Compile a list of resources of special instructional materials that personnel can use in the classroom or laboratory.

Notetaking/Interpreting

Notetaking services may be provided to learners who need assistance in recording notes in a CTE course. By having another taking notes, either simultaneously or instead of the learner's doing so, pressure is taken from the learner and frees him or her to attend to the activity by listening more intently and by absorbing contextual cues. Comparisons of the notes with the learner's observations can reveal and/or augment much of the learner's overall understanding.

Interpreting

Interpreting services may be provided to assist LEP individuals or individuals who are deaf. Since this is a vital service legislated by federal law, external sources for funds may be found for this service in certain cases, as well as through Perkins for eligible learners in CTE programs.

Instructional Aides/Paraprofessionals

Instructional aides and paraprofessionals assist CTE instructors working with special populations learners. Examples of this assistance might include help with the preparation of demonstrations, solving of problems, administering tests, or modifying/adapting instructional materials. The primary function of these support personnel is to work with the special populations, not to perform clerical functions.

Aides/paraprofessionals may also be used to tutor individuals or small groups of learners, allowing the instructor to give more individualized attention. An extra pair of eyes and hands during class time extends the influence of the instructor during instruction.

Strategies for Effectively Using Aides/Paraprofessionals in the Classroom

Strategies

- Involve nontraditional instructional aides and paraprofessionals to provide role modeling and other support.
- Recruit staff members that are diverse in age, race, gender, and physical ability to assist and serve as role models.
- Provide professional development and training for instructional aides and paraprofessionals.

Resource: Illinois Assistive Technology Project, Dedicated TTY Line: (217) 522-9966; (800) 852-5119; www.iltech.org

Special or Adaptive Devices/Equipment

Adaptive devices and/or equipment can be provided to enable learners with disabilities to be successful in CTE. Assistive technology is any device that, when used, creates opportunities and independence for an individual with disabilities. Assistive technology devices are the tools of independence and may involve new technology or local modifications of existing technology for learners with disabilities.

Examples of special or adaptive devices are voice-activated computers and talking computers. Perkins Act funds may be used to reduce the cost of special or adaptive devices/equipment to be used by special populations learner in CTE programs. The equipment does not become the learner's personal property. Other examples include physical modifications to create barrier-free settings for classroom access, physical groups of desks, seating arrangements to permit or improve access, and rearrangement or enlargement of visual tools and resources.

Effective Practice for Adaptive Equipment

Southwestern Illinois College provides up-to-date high-tech access equipment for learners with disabilities at the Special Services Center resource room. An accommodation specialist is hired to provide individual and group instruction on the use of reading machines, large-print software, speech software, Brailler, magnification system, voice activated software, talking calculators, and personal hearing devices.

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Dependant Care

Care for children and other dependants may be necessary to free special populations learners to attend classes and become involved in career development activities.

Strategies for Providing Effective Dependant Care (Support)

- Inform eligible learners of local childcare facilities, services, or other childcare options (i.e., Child Care Resource and Referral, Head Start, early childhood programs, play groups, special education programs, drop in centers, and babysitters).
- Provide site childcare programs in accordance with legal and safety requirements.
- Ensure that staff members comply with regulations affecting the children, family, and health (i.e., child/staff ratio, communicable diseases, and hygiene).

Transportation

Transportation to facilitate access to special services such as testing and assessment, or to a dependant care facility may be provided for economically disadvantaged learners, learners with disabilities, single parents/ pregnant teens, or displaced homemakers (who are also economically disadvantaged). Assistance may be provided to eligible learners, to the extent that it is needed to address barriers. For example, transportation services may be necessary for on-the-job training, or to transport teenage mothers to and from school. Especially at the postsecondary level, tokens or money for buses and taxis may be provided. Especially on cold winter days, young mothers may have difficulty getting themselves and their children ready for school, or attending programs or events (NCRVE, 1998; Orr, 1987).

Strategies for Providing Effective Transportation Services

- Provide transportation to job interviews and other appropriate functions to learners with special needs.
- Ensure the safety of the learners transported to school.
- Provide supervision of loading and unloading vehicles.
- Help vehicle drivers to see themselves as an extension of the school's program.
- Provide specific directions to instructors for requesting transportation for special school events (e.g., field trips, athletics, and other activities).

Effective Practice

Bloomington High School provides supplementary costs of taxis and buses for learners to travel to worksites from school. Recipient learners are from special education, work experience, and cooperative education programs.

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Laboratory Fees and Supplies (Postsecondary Only)

CTE lab fees and supplies for postsecondary economically disadvantaged learners needing assistance to participate in CTE courses are allowable expenditures. To use Perkins funds for laboratory fees and supplies at the secondary level would constitute supplanting, since fees and supplies are to be provided for learners by the LEA according to the Illinois School Code. Therefore, covering fees and supplies through Perkins funds is permissable at the postsecondary level only. Examples of economic assistance include paying for CTE lab fees or providing necessary supplies such as a uniform and/or books for identified economically disadvantaged learners in CTE programs.

Effective Practices for Fees & Supplies

For some learners, financial aid may not cover all costs/expenses for their educational and career pursuit. At Lewis & Clark Community College, the Textbook Loan Program is a welcome relief for many learners, who are burdened by the high costs of textbooks. Economically disadvantaged learners may request to borrow career-related texts for a semester and at the end of the course return the texts and put in a request for the next semester's books. This program provides learners with the required textbooks to fully participate and succeed in school.

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Other Services

Unique services, other than those above, may be necessary and appropriate for special populations learners to succeed in CTE programs. These services should be described in the local plan and submitted to ISBE for specific approval.

Examples of Other Services: Preparatory Services

- Services, programs, or activities designed to assist special populations learners who are not enrolled in CTE programs in the selection of or preparation for participation in an appropriate CTE program.
- Student workshops on such areas as appropriate dress, grooming hints, interviewing skills, and harassment in the workplace.

Again, it should be noted that these services should be described in the local plan and submitted to ISBE for specific approval.

Services for Individuals with Disabilities

"Rules of Etiquette" Regarding Interacting with Individuals with Disabilities

The same sensitivity and respect in relationships applies to both persons with disabilities and those without. Application of ethics in areas of etiquette, confidentiality, and communication should be the norm. Sample courtesies include the following:

- Speak directly with a person who is deaf, not to the interpreter.
- Keep information about disabilities confidential.
- In class, call upon learners with disabilities.

Q. Unfair advantage?
A. This is not unfair if the outcome is to equalize opportunities.

Q. Can individuals with disabilities reject services?
A. Individuals have the right to access or deny legally mandated services as they choose.

Q. What services are appropriate?
A. Those listed under Section 504, unless they constitute an undue financial or administrative burden, and/or require a fundamental change in the programs, goods, or services being given to all.

- Allow/encourage the use of adaptive equipment and activities wherever possible. These might include a wireless FM system in which the instructor wears a small microphone, or a reader to help an individual who is blind in accessing printed materials.
- Expect all to meet the same standards, providing the setting is fully accessible.

Section 504 Accommodations Mandated with Documented Need

Most accommodations can be made by simply anticipating learners' needs. Examples of easy and inexpensive methods include rescheduling classes to accessible locations; working with learners to substitute certain courses required for completion of degrees; allowing the use of learners' adaptive devices and service animals; providing syllabi before classes begin; incorporating visual, auditory, and tactile demonstrations into instruction; and making written outlines or summaries of lectures and discussions available during the course. Other accommodations that are available are as follows:

- Accessible classrooms and laboratories, including visual warning systems for emergencies
- Priority registration
- Taped texts
- Notetakers, readers, and/or qualified interpreters
- Assistive listening systems
- "Real-time" captions
- Extra exam time and/or other alternative testing accommodations
- Raised line drawing kits and print magnification devices
- Adapted computer terminals
- Television and computer monitor print enlargers

The following accommodations may also be provided/facilitated:

- Voice synthesizers and voice-activated computer software
- Touch screen computers
- Reaching devices
- Tutors/coaches
- Electronic format available for assignments and other communication
- Braille or large button calculators, printers, or keyboards

Note: Although the ADA does not require public and private entities to provide personal devices (e.g., wheelchairs or hearing aids) or services (e.g., personal attendants or readers and interpreters for personal use or study) for individuals with disabilities, they are not barred by the law from choosing to do so as a practical matter.

What Is Effective Provision of Supplementary Support Services?

No single answer can completely answer this question. Collaborative coordination of the variety of activities previously described is desirable. Obviously, this coordination cannot be achieved by a single individual and must be accomplished as a united effort. At the postsecondary level where learners have a primary responsibility for taking advantage of available services, particular attention should be given to collaboratively market unduplicated services. It is important to note here that the data collected from these services, when coupled with other components of support described in this chapter, will provide a basis for learner achievement of performance goals and continuous program improvement. Chart 4-M: Career-Technical Support Services for Students from Special Populations, Chart 4-N: Individual Option Plan, and Chart 4-O: Adapted Activities for Learners with Special Needs identify services needed for individual learners.

Use Charts 4-M, 4-N, and 4-O to identify and provide appropriate services.

Strategies for Effectively Providing Supplementary Support Services Through Coordinated Resources

- Ensure coordination of all services by networking with various appropriate service providers.
- Coordinate the development of methods for keeping records and reporting of services provided to learners and progress made.
- Incorporate various support services to help learners meet specific academic, social-emotional, physical, and daily living needs.
- Coordinate the provision of academic instructional support services such as tutoring, interpreters, bilingual aids, job coaches, collaborative team teaching, use of audiotape equipment or alternative communication devices, and assistive technology devices (e.g., Braille printers, speech synthesizers, large-print display, reading machines, tape recorders, and writing aids).
- Coordinate the provision of social-emotional support services such as bilingual counseling, peer counseling, behavior management, single sex classes, support groups, and mentors.
- Coordinate examples of and services for daily living needs such as transportation assistance, childcare assistance, and social skills training.
- Coordinate additional activities such as literacy training and ESL programs.
- Gather referrals for additional educational and social services as needed.
- Ensure that learning disabled learners are prepared for self-advocacy by offering activities for building self-awareness, learning about learning styles, and requesting accommodations. (See Chart 4-G: Be Your Own Best Advocate in the "Identification" section.)
- Collaborate to ensure the development of a self-determination curriculum that promotes critical thinking, planning, and problem solving for learners with disabilities.
- Collaborate to provide supplies, materials, tuition, books, transportation, dependant care, and other services as necessary for special populations.

Ensure that learning disabled learners are prepared for self-advocacy by offering activities for building self-awareness, learning about learning styles, and requesting accommodations. (See Chart 4-G: Be Your Own Best Advocate in the "Identification" section.)

Chart 4-L
Funding Matrix of Supplementary Services for Special Populations Learners

Origins of Funds: The Carl D. Perkins Vocational and Technical Education Act of 1998

Supplementary Services **Populations Served[+]**

	SD	ED	NT	SP	DH	AD	LE
Career-Technical Education Special Populations Personnel	x	x	x	x	x	x	x
Mentoring	x	x	x	x	x	x	x
Support Groups	x	x	x	x	x	x	x
Tutoring	x[*]		x[*]	x[*]	x[*]	x	x
Special Instructional Resources	x		x	x	x	x	x
Notetaking/Interpreting	x						x
Instructor Aide/Paraprofessional	x					x	x
Special or Adapted Equipment Devices	x						
Dependant Care		x	x[**]	x[**]	x[**]		
Transportation		x	x[**]	x[**]	x[**]		
Lab Fees/Supplies		x	x[**]	x[**]	x[**]		
Other Support Services (User Defined)							
Other Support Services (User Defined)							

[+] See special populations codes and definitions in "Identification" section.

[*] Tutoring is applicable if the learner is also academically disadvantaged.

[**] Economic services such as dependant care or transportation are applicable if the learner is also economically disadvantaged.

Learners who are classified in more than one special populations category may be eligible for additional services. For example, an economically disadvantaged learner who is also academically disadvantaged is then also eligible for tutoring, special instructional materials, and instructor aide/paraprofessional assistance.

Note: Strategies and activities provided in areas such as assessment, career guidance, transition, recruitment, and other areas are fundable if the activities are over and above what is being provided for all learners at the LEA.

Chart 4-M

Career-Technical Supplementary Support Services for Students from Special Populations

Adult ____________

Student's Name ______________________ Grade Level ____________ Age ____________

Based on career-technical interest and aptitude assessment data, this student is recommended for placement in the following career-technical education area:

___ Agricultural Science and Technology
___ Career Investigation
___ Health Occupations
___ Industrial Technology
___ Marketing Education
___ Trade and Industrial Education
___ Office Education
___ Home Economics Education

Specific Class ____

Characteristic of Student

Career-technical assessment data show deficits in the following areas:

__ Communication skills
  __ Reading
  __ Writing
  __ Composition
__ Math skills
__ Career-technical behaviors
__ Work attitudes
__ Career awareness is below grade level
__ Other (describe)

____

____

____

____

Supplementary Support Services Needed

Items checked are the programs or services necessary for the student to succeed in the program:

__ Specialized career-technical counseling
__ Extended community involvement
__ Use of instructor aides
__ Tutorial services and assistance
__ Integration of basic education and CTE subject matter
__ Team teaching in CTE programs
__ Curriculum modification (implementation, not development)
__ Adaptations in the career/employment goals for individual students
__ Changes in the rules regarding
  __ time allowed to complete a course or program
  __ time spent in the lab or classroom
__ Changes in the course of study in an individual student's program
__ Changes in the way program accomplishments are reported
__ Programmed and individualized instruction
__ Special instructors
__ Special instructors for job readiness (prevocational)
__ Arrangements for transportation
__ Specialized equipment
__ Other (describe)

____

____

____

____

Check modifications of courses necessary for student participation:

__ Changes in reading requirements
__ Changes in listening requirements
__ Changes in math requirements
__ Changes in the methods of instruction
__ Changes in the pace of instruction
__ Changes in the sequence of topics
__ Changes in tools, equipment, or machinery used in the classroom
__ Changes in the classroom environment
__ Changes in project or report requirements
__ Changes in the way tests are given

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Chart 4-N
Individual Option Plan

Date ______________

Name ______________________________ Teacher ______________________________

District ______________________________ School ______________________________

Subject ______________________________ Grade Level __________ Period ____________

Directions: List the problems the learner has in each assessment area as indicated on the Assessment Summary; then, list Teaching Options to meet those needs.

AREAS	STUDENT PROBLEMS	TEACHING OPTIONS
CLASSROOM MANAGEMENT	needs a planned system of rules has difficulty asking for help in class needs an individual reward system	
INSTRUCTION	has difficulty listening to lectures has difficulty taking notes needs hand-on experience	
EVALUATION	has difficulty with written tests has difficulty answering completion questions needs alternative grading procedures	

Source: Huck, Myers, and Wilson (1989), as cited in Sarkees-Wircenski and Scott (1995).

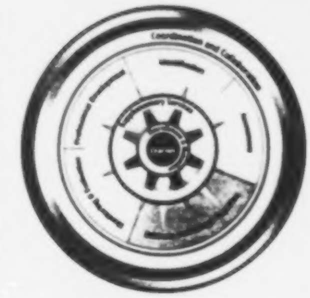
Chart 4-O
Adapted Activities for Learners with Special Needs

Activity	The Learner Has Difficulty . . .	The Learner Needs . . .
Structured Study Guide: Provide structure and location clues to help learners read for understanding and information.	• Listening to lectures • Taking notes • Organizing information • Participating in class discussion • Reading the text • Using complicated study guides • Completing work independently • Locating information • Recalling information	• Consistent routine • Practice and review • Structure
Information Organizer: Presents information in chart, graph, or pictorial form to help learners organize information, understand relationships, categorize information, sequence events, or identify cause and effect.	• Listening to lectures • Taking notes • Organizing information • Reading the text • Completing in-class assignments independently • Studying for tests independently • Locating information • Sequencing information • Making comparisons • Understanding relationships	• Visual presentation • Concrete approach • Structure
Skeletal Outline: Provides a visual structure to accompany a lecture or text.	• Listening to lectures • Advance organizers • Organizing information • Reading the text • Completing written assignments • Writing legibly	• Structure • Taking notes • Practice and review
What You Need to Know Chart: Provides a list of important terms and concepts contained in each chapter or unit.	• Organizing information • Reading the text • Completing work independently • Defining new vocabulary • Locating information • Recalling information • Understanding relationships	• Consistent routine • Structure

Source: Mikulin and Patterson (1992) as cited in Sarkees-Wircenski and Scott (1995).

Section F: Guidance, Counseling & Transition Support for Learners

Many guidance, counseling, and transition activities take place informally, with the help of many individuals. All learners benefit when they are provided with a comprehensive, developmental guidance and counseling program, which assists them through the maze of courses and programs, career development, employment readiness and training, and transition into future responsibilities. As used here, the terms "guidance" and "counseling" refer to a wide selection of services and activities that are chosen and guided collaboratively to help individuals focus on their overall development and remedy existing concerns.



All learners benefit when provided a comprehensive, developmental guidance and counseling program.

Historically, guidance activities have supported CTE through (1) career awareness, exploration, recruitment, retention, orientation, preparation, and retraining; (2) supportive counseling to assist learners in dealing with choice, change, and confusion reduction associated with their personal, academic, and occupational issues; and (3) quality activities which support and enhance school-to-school transitions and/or school-to-work transitions, including work-based learning experiences such as job shadowing, apprenticeships, and internships.

The Perkins Act recommends that all LEAs provide learners with access to information regarding career awareness and planning. Particularly for learners with special needs, early and consistent guidance/counseling activities facilitate quality program planning and positive learner attitudes.

Stages of the Guidance and Counseling Process

The process of guiding and counseling learners is referred to several times in this section. In other words, service personnel and learners become acquainted, respond, and influence one another in stages, rather that in one-time occurrences. Listed below are three stages that guidance personnel, in collaboration with CTE special populations coordinators, use when counseling learners from pre-program entry through transition and follow-up.

Guidance personnel and special populations coordinators need to collaborate in every stage.

Stage I: Getting to Know the Individual

This stage offers service providers the opportunity to acquaint themselves with learners who need direction and support. Identifying learners who are in need frequently poses a challenge since records are often scarce and individuals may hesitate to seek assistance. Publicity materials regarding the availability of services, coupled with a personal approach for new arrivals, plus referral resources help to involve those who would otherwise remain unreached. The activities that follow are logically included in the getting-to-know-you stage.

Identify learners in need.

Professional Development Tip:
- *Who is responsible for the guidance process?*
- *How can you integrate the guidance process across the curriculum?*

Initial Interview

Informally interview incoming learners to discover their demographics, interests, and personalities. The interview may include such items as the following:

- *Student's background* – educational experiences, career-technical skills, past jobs, and talents/abilities
- *Current situation* – living arrangements, employment, and leisure time activities
- *Health (discretion must be used in this area due to confidentiality issues)* – allergies, eyes and ears, injuries/accidents, and medications (as related to learning)
- *Basic academic skills* – reading, writing, and math levels; daily life functional skills
- *Basic workplace skills* – communication, team work, and occupation-specific skills

Use Chart 4-P with single parents, displaced homemakers, and nontraditional learners.

As needed, assist learners to become oriented and to cope with confusing details of the system. Chart 4-P: Intake Application is a sample form which may be particularly helpful for use with women.

Collect Information for Student Record Files

Collaborate with the CTE special populations coordinator and other service providers to gather information about learners from standardized and other assessments. Agencies such as high schools, DHS, and the Department of Mental Health (DMH) may be initial sources for this information. Release forms will be needed to access learners' psychological assessments.

Effective Practice for Coordinating Collection of Information

At Lewis & Clark Community College, the staff in the Special Population office created a database to compile individual career student information. Information in this database comes from the Perkins student survey, from the learning assistance centers, and from the student records mainframe computer. Information includes data such as placement scores, official declaration of majors for the semester, graduation data, grade point averages, probation/suspensions, gender, race, and disabilities.

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Present Opportunities

Collaborate to orient individuals to their general and specific opportunities for careers, academic education, and occupational training. These orientations should include discussions about the importance of educational achievement and career planning; positive attitudes toward self, others, and work; skills needed to locate, evaluate, and interpret career information; skills required for seeking, obtaining, maintaining, and changing jobs; ways in which gender roles and cther changes in society influence the nature and structure of work; and the necessity of learning as a lifelong practice.

Resource: Developing a Comprehensive Career Program: A Training Manual, Illinois School Counselors' Academy
(815) 787-7686
Fax: (815) 787-4986
E-mail: tollerud@niu.edu

Effective Practice for Present Opportunities

Teen Parent Summit: A Journey to the Future
Tazewell County Education for Employment, Peoria Educational Region for Employment and Career Training (P.E.R.F.E.C.T.), and Illinois Central College collaborated to orient teen parents to an experiential program called "Welcome to the Real World." Each participating learner selected a career and received a monthly salary for that job to gain hands-on career exploration and money management experience.

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(309) 693-7373
Fax: (309) 693-7375

Clarify Goals

Assist individuals to explore their career goals and the incremental procedures for achieving them. The goals and the procedures determined should reflect reasonable expectations in light of the learners' interests, aptitudes, achievements, knowledge, and employment skills.

Synthesize and Plan

Collaborate to consider the collected data and to determine the appropriate support services and resources needed to meet individual needs.

Documentation for this first stage, which minimally includes personal demographics and information concerning transportation availability, may be helpful for scheduling purposes. Items to record may include the special populations classification, the primary language spoken, race, ethnicity, and projected graduation date, if appropriate.

Record the information that is presented throughout the guidance process. All programs and support services referrals that are made should be written on the appropriate forms and should be made accessible to learners and their service providers at all times.

Stage II: Supporting Individuals Through the System

Coordinate, monitor, and support individuals.

During this second stage, guidance personnel and CTE special populations coordinators, and other service providers coordinate, monitor, and support individuals as they establish their bearings and proceed with career planning. All activities reflect incremental movement toward flexible goals.

Provide Career-Related Skills Training

Resource: Developmental Educational Curriculum, Quad City/Tri-County VoTech Region, Student Services, ROE, Rock Island County, (309) 736-1111

Professional Development Tip: Provide a workshop for staff on the employment process. (Educators may need to update these skills.)

Make workshops, seminars, courses, and other opportunities available to familiarize individuals with employer expectations when applying for and keeping jobs. Examples of these activities are as follows:

- Researching and interpreting occupational and educational options, job requirements, and employment resources by reading occupational outlook information, job shadowing, and interviewing employers
- Creating résumés
- Writing letters of application and completing application forms
- Participating in mock job interviews, and evaluating job offers and rejections; arriving regularly and on time to appointments, following rules and regulations, and completing assignments in an accurate and timely manner; and controlling emotions while dealing with pressure and tension
- Communicating effectively with others; exhibiting positive behaviors
- Working productively, accepting criticism, and solving problems

Through these types of activities, individuals are able to make appropriate decisions and understand the interrelationship of employment and societal change.

Formulate Appropriate Education and Career Plans

Professional Development Tip: Examine the planning process for careers and transition in your agency/district/region. What tools would make it better?

Career planning is a means for learners to reflect on and examine important areas of life and the value of education to one's future lifestyle and career choices. It is a pivotal step in opening doors to more promising and challenging careers for all learners. When learners are enrolled in LEAs in the process of granting diplomas, degrees, and/or certificates, courses and content are, to some extent, predetermined. To help ensure learner success and meet individual needs, certain modifications may need to be pursued. If degrees or certificates are not the anticipated result, courses and activities, which are relevant to learners' specific goals, may be selected with fewer outside considerations. Cooperate to emphasize to learners the importance of identifying and building upon their extracurricular activities and past work experiences when constructing their plans. Secondary to postsecondary transition activities, firming up career goals, and transferring information to postsecondary agencies are included here. Chart 4-Q(a): Sample Individualized Education Plan (IEP), Chart 4-Q(b): Sample Secondary Individualized Career Plan and Student Portfolio, and Chart 4-R: Sample Transition Plan can be adapted for both secondary and postsecondary agencies.

Use Charts 4-Q(a) & (b) and 4-R to assist learners to plan careers and transition activities.

Determine Support Resources and Services

Communicate/collaborate with the CTE special populations coordinator to monitor individual need and the use of special support services and appropriate resources as learners progress toward their academic, career, and employment goals. Documentation during this stage should be continuous and should reflect any changes and redirections that result from evaluating the effectiveness and relevance of all activities.

Stage III: Following Through

This stage requires the gradual transfer of ownership for the career planning process to the learners by guiding, referring, facilitating, and connecting them to the appropriate services and resources for their successful futures. This ideally entails intentionality on the parts of both the service provider and the learner, enabling learners to increase their confidence and independence.

Transfer the ownership for career planning to learners.

Facilitate Support Groups

Collaborate to provide opportunities for individuals with similar work and/or personal circumstances to share on a regular basis with others. This support is invaluable as encouragement and incentive to meet and cope with the daily challenges of life.

Monitor Learners' Progress

Communicate/collaborate with the CTE special populations coordinator to monitor learners' transition from the educational arena toward employment and independence. This activity provides opportunity for adjustments in individuals, workplace environments, employers, and support services. Assist with transitions and collaborate/refer for job placement as appropriate.

Forward Educational and Resource Information

Guidance personnel and CTE special populations coordinators can keep contacts with learners open by periodically sending information pertinent to their career interest and pursuits. The service providers' more distant availability and interest manifested in this manner may help to maintain ongoing positive relationships, and foster lifelong learning and responsibility.

Collaborate to keep summaries and records on activities that are done for, with, and by learners in this stage. These records provide valuable insights as new norms and circumstances present themselves in the workplace, at home, and in society.

Resource: Thuli & Hong (1998)

Guidance Support

Professional Development Tip: How can career development and guidance become integrated across the curriculum?

The role of guidance personnel is that of working with others to facilitate the decisionmaking processes for learners. Therefore, it goes without saying that guidance staff members need to communicate with other staff (e.g., career-technical educators, resource specialists, and the special populations coordinator) to accomplish a variety of activities. Among these activities are the following:

- Providing information to learners regarding CTE opportunities, including those opportunities that may not be traditional for their gender, race, or ethnicity
- Participating in the formal assessment of learners to determine their interests, aptitudes, achievements, and special needs, using a variety of reporting methods
- Initiating an ICP process
- Assisting learners to make appropriate program choices based upon assessment information
- Planning for completion of a program sequence with needed supplementary services and resources in the ICP
- Maintaining records of extracurricular activities and work experiences
- Implementing activities which facilitate the transition from college to work or further training/education
- Following through on learners' progress with subsequent ICP modifications

Checklist of Good Practice for Guidance, Counseling & Transition Support

- The ICP is implemented as a process for all learners.
- Programs are checked to ensure gender balance.
- Recruitment activities are conducted as needed to correct balance and support.
- Support groups and supplementary services are provided to increase retention in programs.
- Career development activities are offered for all learners.
- Work-based learning options are available to all learners.
- Workplace skills are included in career development activities.
- Motivational activities are provided to learners to aid in program completion, particularly in programs where gender balance is a focus.
- Multiple transition activities are provided to learners at various stages.
- Appropriate articulation occurs between secondary and postsecondary institutions.
- Transition activities are provided to help learners begin postsecondary programs with comfort (e.g., workshops for steps to enrolling, support services available, tours of campus, orientation for the first week of school, meeting with CTE professors, and familiarizing with career and placement centers and services).

Recognizing that the career development process is a crucial link between the individual and the workplace, Congress established the National Occupational Information Coordinating Committee (NOICC), a federal interagency committee, authorized by the 1990 Perkins Act and 1992 Job Training Partnership Act. NOICC developed guidelines and models of a comprehensive, integrated career development program. The competencies and indicators, provided by the national initiative, have been adopted by Illinois as a foundation piece upon which to build. (Chart 4–S: National/Illinois Career Development Competencies by Area and Level charts the self-knowledge, educational and occupational skills, and experiences that learners need at progressive levels for meeting employer requirements; and Chart 4-T: Career Guidance and Counseling Program Components Model lists the content structure and processes of a guidance and counseling program model. Key program resources and components are listed.)

Charts 4-S and 4-T

NOICC
2100 M Street, NW
Suite 156
Washington, DC 20037
(202) 653-5665
Fax: (202) 653-2123
www.noicc.gov

Professional Development Discussion Topics:
- *Processes for referring learners from classrooms*
- *Ways to find and use mentors*
- *Detecting learners' personal careers*

Personal Counseling Support

In today's society, many learners grow up in dual income or single parent families and may not have anyone to whom they can turn for help with challenges. Therefore, some LEAs now serve as primary resources for emotional and intellectual support and information. Especially in this time of rapid change, learners need increased counseling support.

> *High school reformers view high-quality and intensive counseling as crucial to whole school reform efforts. Rather than treating counseling services as a luxury, increasingly more reform-minded high schools place career and college guidance activities at the core of their program even building it into curriculum. . . .*
>
> *Research on access to counseling and its effects validates claims of high school reformers who see counseling as an integral building block for successful reform. Studies on the availability and effectiveness of counseling consistently show that counseling matters for the success of students while they are in school and for their performance after they leave school. (Visher & Hudis, 1999, p. 65)*

Guidance and personal-professional counseling are interrelated and, in practice, cannot be totally separated. Therefore, professionals in coordination and advisement roles need knowledge of both guidance and counseling skills to be efficient and effective in their endeavors. For example, all service providers should be good listeners, understand the career and personal developmental phases of their learners, and assist them in planning for the future. Additionally, facilitative interpersonal skills are essential when relating with learners (NCRVE, 1995, p. 14).

It is almost impossible for one person to accomplish both guidance activities and counseling support to large numbers of learners. Since many guidance professionals are inundated with the logistics and activities of their learner caseloads to expend time and energy on counseling learners, the following strategies should be considered to free personnel for counseling:

- Assign counselors to smaller schools-within-schools, houses, or academies to reduce caseloads and give them a chance to know their learners and inform colleagues better.
- Diffuse counseling functions throughout the school by strengthening instructors' mentoring or advising roles so that they may become "counselors-instructors" (Visher & Hudis, 1999).

Effective Practices for Counseling Students

The counseling program at Sussex Tech High School—a school recognized by the U.S. Department of Education as a New American High School for its comprehensive services—exemplifies a high-quality counseling program. Counselors are assigned to a small group of learners for all four years so they have an opportunity to get to know the learners and build closer learner-counselor relationships. To provide the flexibility and time, counselors are relieved from extraneous duties such as bus duty, paperwork, and other administrative responsibilities that take away from meeting with and counseling learners. Through the support, collaboration, and teamwork among instructors, counselors, and administrators who are willing to share responsibility and eager to wear different hats, the support needed by learners is provided.

In addition, Sussex Tech provides a wellness center that houses a doctor (who is there two days a week), a nurse practitioner, and a social worker. These professionals treat minor illnesses, conduct physical exams, dispense medicine, and/or provide substance abuse counseling and referrals. The school wellness center collaborates with the YMCA Resource Center of Delaware to provide learners with conflict resolution workshops, and classes in community-building, problem-solving, and communication skills (Visher & Hudis, 1999, p. 113).

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www.sussexvt.k12.de.us/

Transition Support

A primary goal of CTE is to help learners obtain employment that provides for economic self-sufficiency and career advancement. Transition to employment is an integral part of long-range career planning. In recent years, the transition from school to employment has become a national priority for educational reform. Since its inception, CTE has helped members of special populations to find competitive employment and pursue further training and education. With the reauthorization of the Perkins Act, the implementation of the WIA, and the Illinois Education-to-Careers initiative, seamless transition has become a growing concern and emphasis. CTE has tremendous potential for improving workforce preparation for individuals from special populations and for assisting them in obtaining and maintaining satisfying employment. Although transition occurs naturally for many learners, it may be more difficult for those who are economically and/or academically disadvantaged, disabled, LEP, incarcerated, or nontraditional learners.

The Perkins Act specifies that learners are to receive counseling and instructional services designed to facilitate the transition from school to post-school employment, further training, and career opportunities. Transition services are coordinated activities that are based on the learner's needs and interests. Typically, the activities include instruction, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, the acquisition of daily living skills and functional vocational assessment (DeFur, 1999). Learners and family are expected to take an active role in planning the transition, along with community agencies and educational systems. The intent of transition planning is to provide clear and flexible boundaries preparing learners for employment and/or advanced training. The process involves a broad array of partnerships with community agencies and educational systems depending on the needs and interest of the learner.

Transition services are coordinated activities based on the learners' needs and interests.

Transition activities include . . .
- *instruction.*
- *community experiences.*
- *development of objectives.*
- *acquisition of daily living skills.*
- *functional vocational assessment.*

Who Makes Up a Transition Team?

The primary responsibility of the transition program resides with the educational institution, and with the learner and their parents. Depending on the learners' individual needs and interests, the transition team may vary. For individuals with disabilities, IDEA mandates that all youth have a transition plan in place once they reach 14 years of age. Planning for life after high school and employment becomes more complex and requires greater planning for youth with disabilities. Typically, for individuals with disabilities, the IEP team (comprised of the special education instructor, counselor, special populations coordinator, and other educators and individuals connected to program services) are involved in the transition planning. To support the learner in the transition from the world of school to the world of adulthood requires developing linkages among parents, the school, and community agencies. It is important to involve a variety of people in the transition planning process who can bring their unique perspectives, expertise, and resources to it. Research findings underscore the importance of collaboration as influential and essential in the transition process. Collaboration among professionals, and between families and professionals, may take many forms and may occur at different levels with all taking increasingly active roles (DeFur, 1999).

Chart 4-U: Potential Members of the Transition Team outlines various resources and services in the community.

See Chart 4-U for Transition Team Member Suggestions.

How Does the Process Work?

Planning for a transition is a long-term process.

The process of transition optimally results in employment, wherein an individual receives assistance beyond mere guidance into a job, and ultimately achieves career goals. As with any process, there is no set formula for initiating or assisting transitions. Guidance and counseling personnel, CTE special populations coordinators, and other team leaders need to proceed as the situation requires, taking reasonable risks while being sensitive to territorial and political issues. The transition plans should be viewed as a long-term process and, thus, a long-term commitment that builds on previous career development. The changing interests, preferences, and academic achievement of learners, influence career change or planning. Learners' plans may need to be updated every year to allow for changes in their career goals and interests. School personnel who are trained to guide and advise can assist learners in redefining their future educational and/or careers plans and give wise counsel to them as they make important transitions. (Chart 4-V: Three-Step Transition Planning Self-Assessment represents a procedure that can be used for initiating a long-range transition process and Chart 4-W: Initiating Activities for the Transition Process, provides a listing of activities that can be accomplished by LEAs, community agencies, and transition teams.)

Professional Development Tip: As a team, use the charts to . . .

- *determine what transition services are provided in your LEA.*
- *decide what services would ideally be offered.*
- *identify the gaps, barriers, and the steps needed to move toward the ideal.*
- *commit to the next steps.*

Charts 4-V, 4-W, and 4-X

Research shows that many transition barriers exist for individuals from special populations. The transition team should identify and assess the learner's individual needs and interests to ensure a continuum of nonduplicated services. Identifying the barriers and finding solutions helps reduce or eliminate the obstacles. Chart 4-X: Checklist of Barriers to Successful Transition helps identify potential roadblocks that need to be overcome to facilitate successful transition.

Strategies for Effectively Providing Transition Programming

- Form networking groups of diverse individuals and partnerships.
- Plan and conduct workshops for individuals involved in the transition process.
- Help participants identify their role and responsibilities in the process.
- Develop and implement transition models that test and refine transition policies (i.e., recognized best practices).
- Address transition barriers and provide viable solutions for a smooth transition from secondary to postsecondary opportunities.

Essential components for the transition process require learner involvement and family participation. Assessing the developmental skills of the learner requires individualized attention and careful planning. Community colleges have dual responsibilities in the transition of learners into CTE programs and in the transition of learners from the community college to optimum employment or further education training.

Charts 4-Y(a) & (b) & (c)

Charts 4-Y(a): Career and Transition Planning for Employment; 4-Y(b): Career and Transition Planning for Living Independently; and 4-Y(c): Career and Transition Planning for Education offer activities with action plan steps that a transition team may need to take in order to assist learners in reaching their goals.

Checklist of Good Practice for Transition Planning

- Learners are assessed and evaluated.
- Curricula teaches individuals competencies for work and real life.
- Career exploration, guidance, and development activities support learner's transitional needs.
- Continuum of transition services are available.
- Lifestyle planning, independent living skills, social skills, and employability skills are included in the transition plan.
- A transition plan is included in the IEPs for individuals with disabilities.
- Useful data is collected from learners who have graduated and/or left the educational system.
- Follow-up is conducted, and the data is collected and evaluated.

Resources for transition Charts 4-AA and 4-BB

Planning a dynamic transition plan is not an easy task. To provide members of special populations with the full scope of services requires networking broadly, and using and building on existing supports. Many agencies that provide needed services usually have long waiting lines and limited resources. It becomes crucial that administrators, instructors, CTE special populations coordinators, and counselors working with special populations look beyond familiar agencies, beyond Perkins funds, and seek new partners and funding streams to support learners' needs. (Chart 4-Z: Community Agencies and Transition Services for Individuals with Disabilities is a list of agencies or programs which may be accessed for employment, postsecondary education services, and adult and independent living services; Chart 4-AA: Telephone Directory Assistance Services provides a suggested list of organizations and agencies that can be found in the phonebook to help supplement the supports already in the schools; Chart 4-BB: Transition Services Phone Interview Guide suggests questions to use when seeking new service partners; and Chart 4-CC: Matrix of Collaborative Transition Support Services is a form to use for tracking agents and services.)

Professional Development Tip: Bring agencies and community records together to gain understanding of one another's services. Use Chart 4-CC to track services.

Strategies for Effective Transition Support

- Discuss expectations with learners.
- Provide a contact person at their upcoming place of employment.
- Encourage learners to take advantage of special courses, workshops, or training designed to prepare them for their next steps.
- Follow through with learners on the job.
- Facilitate contacts, agency linkages, financial aid, conflict management, teaming skills, small-group support, and personal follow-up.

Effective Practice for Transitioning Students

Susan is a first-year student at Vista Community College. She is waiting for her interview with a representative from the local software company. The center's job placement coordinator collaborates with human resource personnel from area industries and businesses to arrange job opportunities for students who are completing their career education programs. Susan feels confident that she will do well because the Vista Community College career guidance and counseling program has helped her and other students gain skills and transition from high school to further education.

Carlos is a 16-year-old junior in high school with a significant learning disability. He is interested in pursuing a career and technical field involving computers. Carlos' transition team includes him, his parents, a guidance counselor, an independent living center representative, a postsecondary support service provider, and a student with a learning disability who graduated two years ago and is currently attending the local community college. The diverse team of specialists and consultants met to discuss the necessary support for Carlos to succeed at college. Carlos would need a college that offered small class sizes, student mentoring services, and notetaking skills. The team agreed that Carlos needed to improve his self-advocacy skills and recommended he participate in the next workshop at the Independent Living Center. The school division agreed to pay for the cost of the service to support his transition to postsecondary education. The postsecondary service provider (i.e., special populations coordinator) told Carlos of the local college orientation program to help him get a flavor for the setting, and the various services available on campus, including mentoring, notetaking, and the location of the Disabilities Advocacy Office.

Adapted from DeFur (1999).

Job Placement

There is normally a placement office at the postsecondary level.

A key indicator of a competent student services delivery system is a successful job placement service. At the postsecondary level, there is normally a job placement office for use by learners. NCRVE (1995) points out that educational agencies need to assist students to make the transition from school to employment. The following are criteria for the effective job placement of all learners, including those with unique needs (Sarkees-Wircenski & Scott, 1995, pp. 687-688):

- Conduct a continuous program of job development—the process of seeking out existing work opportunities or developing them through job creation and job design.
- Develop good rapport with potential employers so that they will make contact with the school when job openings become available; also, become active participants in the placement network with other employers.
- Collect and synthesize accurate information about each placement candidate and each prospective job so that the placement profiles/career portfolios can be prepared and used in job matching.
- Prepare the placement candidate and the prospective employer. Inform the candidate about the entrance requirements, job requirements, and

work adjustment behaviors. Inform the employer about the preparation and capabilities of the prospective employee and the placement and follow-up services to be provided.

- Provide support services to the employer and placement candidate. Arrange for the placement interview and send the candidate's records. Follow up the interview with placement assistance or provide additional training if the candidate is rejected.
- Begin gradually turning responsibility over to the individual learners as they enter postsecondary education, training, and beyond (independence), depending on the degree of special need.
- Follow up the new employee to smooth the transition from school-to-work for both employee and employer for a specified period of time.

Job placement personnel maintain up-to-date files on community resources and educational and occupational opportunities for use by instructors, parents, and learners. The most recent job market information should be available and accessible to learners. In fact, published material, Internet resources, and personal contacts are three ways of finding out about the job market and positions. Examples of published materials include the following:

The following are three ways to find out about the job market and positions:
1. Published material
2. Internet resources
3. Personal contacts

- Labor market projections found in publications of the U.S. Department of Labor and its local or state equivalent
- Business directories, magazines, and periodicals
- Advertising material, including the "yellow pages"
- Annual reports and other materials from local companies
- Publications produced by the state employment commission, job services, and similar organizations
- Specialized job listings or newsletters produced by local governments, specialized agencies, colleges, universities, hospitals, school systems, or specific industries
- "Help wanted" and business sections in local newspapers, shoppers, and trade magazines
- Materials from agencies working with women (i.e., Chicago Women and Trades)

Resources: Chicago Women in Trades; Tradeswomen of Tomorrow

Contact Information:
Melissa Barbier
Chicago Women in Trades
649 West Adams
Suite 400
Chicago, IL 60612
(312) 942-1444

Examples of personal contacts, which can help in understanding the job market, include the following:

- Regular association with businesspeople via civic organizations such as Jaycees, Rotary, Kiwanis, and Lions Club
- Contact established with company personnel directors and Chambers of Commerce
- Involvement with local human resources organizations
- Invitations accepted to speak at local organizations on issues related to employment of all learners, including individuals with disabilities
- Volunteering to serve on related boards and committees
- Networking with other employment programs

Learners or graduates who are able to access job market information are more likely to find meaningful employment. Job placement personnel need to have ongoing contact with potential employers in business, industry, and government to make these future employers aware of the LEAs' activities to assist their learners with jobs. When coordinating job referrals, it is critical that job openings be matched with the learners' qualifications and that the needs of industries and other agencies be met. Feedback through follow-up services is a critical part of the process.

Effective Practice for Job Placement

John Wood Community College (JWCC) provides training on site at Blessing Hospital and the Knapheide Manufacturing Company for unemployed and underemployed individuals. Each 12-week JOBS Project training program gives the learners job-specific skills related to health care and the manufacturing industry. The JOBS Project helps learners develop academic skills needed on the job and provides them with the general job readiness skills they can use for life. Blessing Hospital and Knapheide Manufacturing Company provide training, facilities, supplies, equipment, and key personnel time. Blessing's cooperative program trains learners in institutional housekeeping and food and nutrition services, and Knapheide's program offers training in welding.

Personal testimony

Kelly Harrison, a member of the second-year class at Knapheide, was hired immediately upon completion of the program and has been there a year. She is also taking additional classes at JWCC. She says "If it wasn't for the JOBS Project, I would still be on welfare, struggling to make ends meet every day. I didn't want that life for my son and me. I was motivated to use the program to get a better job—that's how it works."

Contact Information:

Susan Deege
Coordinator of Workforce Programs
John Wood Community College
150 S. 48th Street
Quincy, IL 62301
(217) 224-6500

Follow-Up Services

The follow-up of graduates can be administered six months or a year after graduation, either by mail, e-mail, or phone. A five-year follow-up is also helpful, but it is often difficult to accomplish given the mobility of the workforce.

Follow-up programs should include information about programs, occupations, and careers and also about the school's learners and alumni. By monitoring graduates and early school leavers, educational entities can gain valuable information that may be used in evaluating program effectiveness for the purpose of improving programs.

Questions to Consider

For Staff:

- What activities for guidance, counseling, and transition support are offered to learners in this agency?
- How could the delivery of services be improved for learners as they explore their needs, interests, abilities, and career plans?
- Who are the staff and community members who could/should be involved in assisting learners with these processes?
- What additional support activities should be added or deleted?
- What human and financial resources would it take to provide the support?

For Students:

- What was most helpful to you?
- What else or what other help could you have used?
- Who helped you the most? Why?
- What would you change about the help you got?
- Did you get enough help in going on in training or education or into a job?
- Suggestions for improvement?

Chart 4-P

Women Work! Management Information System

INTAKE APPLICATION

Please print and use a pen to complete this form. **Shaded areas are for staff use only.**

OFFICE__________________ STAFFID__________________ INTAKE DATE___-___-___

SSN _______-_______-_________ PHONE (_____) _____-____________

FIRST NAME ____

LAST NAME ____

STREET ____

CITY _______________________ STATE ______ ZIP ________-________

BIRTHDATE ___/___/____ COUNTY_________ GROUPTAG________ TYPE________

EMERGENCY CONTACT PERSON: ______________________________

EMERGENCY PHONE (_____) ____-_________ EXT _____ RELATIONSHIP ____________

CONTACT PERSON: ______________________________

CONTACT PHONE (_____) ______-_________ EXT _____ RELATIONSHIP ____________

Mark the best answer by checking the box:

1. Are you a U.S. Citizen? ☐ **T** True ☐ **F** False

2. How did you hear about this program (check all that apply)?
   - a) Media: ☐ **T** True ☐ **F** False
   - b) Word of Mouth: ☐ **T** True ☐ **F** False
   - c) Referral: ☐ **T** True ☐ **F** False

   If you received a referral, what type of organization was it from (check all that apply)?

   ☐ **ED** Educational Institution
   ☐ **FP** Former Participant
   ☐ **HM** Health/Medical Institution
   ☐ **HS** Housing Program/Shelter
   ☐ **JT** JTPA
   ☐ **LW** Lawyer
   ☐ **PA** Public Aid/Project Chance/Opportunities
   ☐ **SS** Social Service Agency

3. Sex: ☐ **F** Female ☐ **M** Male

4. Race: ☐ **A** Asian ☐ **B** Black ☐ **H** Hispanic ☐ **M** Multiracial ☐ **N** Native American ☐ **W** White ☐ **O** Other

5. Are you the *head of household* in your home? ☐ **T** True ☐ **F** False

6. Are you a *displaced homemaker*? ☐ **T** True ☐ **F** False
   (Separated, divorced, widowed and/or lost the supportive income of a spouse)

7. Are you a *dislocated worker*? ☐ **T** True ☐ **F** False
   (Business closed or laid off having worked 3 of the last 5 years with the same employer)

8. Are your English skills limited? ☐ **T** True ☐ **F** False

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Created by Illinois Department of Labor and Illinois State Board of Education

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9. What is your marital status (Complete with the most appropriate answer for your situation)
☐ 1 Divorced
☐ 2 Separated
☐ 3 Widowed
☐ 4 Married-Disabled Spouse
☐ 5 Married-Unemployed Spouse
☐ 6 Married-Spouse present and able
☐ 7 Never married, with children
☐ 8 Never married, without children
☐ 9 Marriage at risk

10. Number of dependents? (Indicate the number dependents in each age group)
_____0-5 years ______ 6-18 years ______Over 18 years

11. Number of years you have been primarily a homemaker? ______

12. What is your current employment status?
☐ **F** Full-time
☐ **N** Not employed, not looking
☐ **P** Part-time
☐ **U** Unemployed, looking for work
☐ **S** Seasonal

13. Your current occupation is (indicate the best overall choice):
☐ **0** Student/Homemaker, not employed outside the home
☐ **1** Managerial/Administrative
☐ **2** Professional/Technical
☐ **3** Sales
☐ **4** Clerical
☐ **5** Skilled trade/craft worker
☐ **6** Operator
☐ **7** Service Worker
☐ **8** Self-employed

14. Hourly rate of pay (most recent) $__________

15. Estimated years employed as part-time: __________ (estimate number of years)

16. Estimated years employed full-time: __________ (estimate number of years)

What other types of paid employment have you held?
Type of work ______________________________ Years ____________
Type of work ______________________________ Years ____________
Type of work ______________________________ Years ____________

17. Have you done volunteer work? ☐ **T** True ☐ **F** False
What type of volunteer work have you participated in?
☐Community ☐Health Related ☐ Services ☐ Fund-raising ☐ Political ☐ Other
Please explain any specific interest you may have: ______________________________
____
____
Total time spent in volunteer activities? ______________________________________

18. Is the following statement true or false? ☐ **T** True ☐ **F** False
Since I became a homemaker, I have _never_ worked outside my home for pay?

19. Highest educational level completed:
☐ **LHS** Less than high school
☐ **HSD** High school diploma DATE______
☐ **HSG** GED DATE______
☐ **PHS** Post High School
☐ **AA** Associates degree DATE______
☐ **BA** Bachelor's degree DATE______
☐ **PG** Postgraduate work or degree

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20. Other education: ☐ T True ☐ F False Description: ____________
(Not job specific; Workshops/Seminars for personal growth) Date: ____________

21. Skills Training/Education: ☐ T True ☐ F False Description: ____________
(Job specific or Career related; Example: JPTA computer training) Date: ____________

22. Are you attending school? ☐ T True ☐ F False

23. If true, what school are you currently attending? ____________
What course of study are you pursuing? ____________

ISBE School Enrollment Code: ____________ **ISBE Major (CIP code):** ____________

24. Monthly income from all sources (family income, cash only): ____________
If there is no income, Enter $1

25. Sources of income (mark all that apply):
- ☐ Salary
- ☐ Alimony
- ☐ Child support
- ☐ Self-employment
- ☐ AFDC
- ☐ Other Pub. Asst
- ☐ Social Security
- ☐ SSI
- ☐ Food Stamps
- ☐ Medicare/Medicaid
- ☐ Unemployment
- ☐ Other (savings, rent, etc.)

26. Are you with the Illinois Project Chance/Opportunities programs?
☐ T True ☐F False **(JOBS Registrant)**

27. Please tell us about your needs (check all that apply)
- ☐ Personal/Development
- ☐ Child care
- ☐ Housing
- ☐ Transportation
- ☐ Health
- ☐ Legal
- ☐ Career Exploration
- ☐ Education
- ☐ Job Seeking
- ☐ Financial Aid
- ☐ Other

Comments: ____________

28. What is your current housing situation?
Own my own home/apartment ☐ T True ☐F False
Rent my home/apartment ☐ T True ☐F False
Do you receive a rent subsidy? ☐ T True ☐F False
Share housing with others ☐ T True ☐F False
Homeless ☐ T True ☐F False

Comments: ____________

29. Have you been involved in a close relationship that has included physical, mental, emotional and/or undue verbal abuse? ☐ T True ☐F False

Comments: ____________
____

30. Are you currently a single parent *and* a teen? ☐ T True ☐F False

31. Are you pregnant? ☐ T True ☐F False

Applicant's Signature ____________ Date ____________

Staff Signature ____________ Date ____________

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Chart 4-Q(a)
Career and Transition Planning for Employment

1.

PERSONAL/FAMILY DATA

st Name ____ First Name ____ M.I. ____ Date of Birth ____

Address ____ Soc. Sec. Number ____

City ____ State ____ Zip Code ____ Home Phone Number ____

Living With:	Name	Occupation	Employer/Work Phone Number
☐ Father			
☐ Mother			
☐ Stepfather			
☐ Stepmother			
☐ Legal Guardian			
☐ Other			

Siblings:	Name	Age	Name	Age

Type of Transportation Student Has Available: ____ Bus ____ Parents ____ Driver's License
____ Own Car ____ Walk ____ Bike

ASSESSMENT INFORMATION

PSYCHOLOGICAL ACHIEVEMENT:

Name of Test	Date Administered	Where Results Are Available

ABILITIES:

Name of Test	Date Administered	Where Results Are Available

GROUP TESTS:

Name of Test	Date Administered	Where Results Are Available

PSAT: V____ M____ Date ____ **SAT:** V____ M____ Date____ **ACT Composite Score:**____ Date____

3.

CAREER INTEREST/EVALUATION INFORMATION

Name of Inventory	Date Administered	Where Results Are Available

VOCATIONAL EVALUATION:

Date Administered	Evaluator	Where Results Are Available

Created by Quad Cities/Tri-County Vo-Tech Regions.

4.

EXTRA CURRICULAR ACTIVITIES/RECOGNITION

School, Community/Church, Special Interest/Hobbies, Honors/Awards

9th ______________________________

____

10th ______________________________

____

11th ______________________________

____

12th ______________________________

____

5.

LEARNING EVENTS

Career/Job/Transition Fairs, etc.

Date:	Place:

6.

Post Secondary Application Activities

(Financial aid, college visits, scholarships, etc.)

Contact:	Date:

7.

WORK-BASED LEARNING EXPERIENCES/PAID OR UNPAID

Employer's Name & Address

Location Name & Address	Date Mo./Yr.	Contact Person Name and Title	Describe Activity Briefly
1.	From To		
2.			
3.			
4.			
5.			
6.			

8.

WORK REFERENCES

	Occupation	Daytime Phone Number
1.		
2.		
3.		
4.		

9.

CAREER VALUES

1.__________ 2.__________ 3.__________

10.

STATEMENT OF CAREER GOAL:

9th ______________________________

10th ______________________________

11th ______________________________

12th ______________________________

11.

POST HIGH SCHOOL PLANS

(Enter one response per column)	9	10	11	12
Career Goal (area)				
List type of job you plan to enter after graduation				
List type of apprenticeship program for this job				
For [illegible] job, list a community college & name of [illegible] you might take				
For [illegible] job, list a Vocational-Technical School & name of program you might take				
For this job, list a 4-year College & name of program you might take				
List branch of military & type of training related to this job				

12.

SUGGESTED LIST OF ITEMS TO KEEP IN THE POCKET OF THIS CAREER PLAN:

____ Current Resumé

____ Letters of Recommendation

____ Career Assessment Worksheets/Evaluations

____ Completed Application Form

____ List of Support Services Needed/Received

____ Other Accomplishments

____ Work-based Learning Summaries/Evaluations

____ Career Brochures & Misc. Information

____ School/Work Samples

____ Official Transcript Copy

____ Financial Aid Information

____ School Certificate/Honors

____ Transition Planning Guide

____ Evaluation by Employers

13. WORKPLACE SKILLS

ailed Checklist in Pocket) **Date Introduced:** **Date Completed:** **Course/Instructor**

A Developing an Employment Plan ______
B. Seeking and Applying for Employment Opportunities ______
C. Accepting Employment ______
D Communicating on the Job ______
E Interpreting the Economics of Work ______
F. Maintaining Professionalism ______
G Adapting and Coping with Change ______
H. Solving Problems and Critical Thinking ______
I Maintaining a Safe and Healthy Work Environment ______
J. Demonstrating Work Ethics and Behavior ______
K. Demonstrating Technological Literacy ______
L. Maintaining Interpersonal Relationships ______
M Demonstrating Team Work ______

14. AGENCY INFORMATION

Example: JTPA; Youth Service Bureau; Department of Human Services; Family Support Agencies

Agency	Contact	Date	Result

15. SCHOOL TO WORK TRANSITION PLANNING SEQUENCE

	Transition Plan Developed (Date)	By Whom	Where Located
9th			
10th			
11th			
12th			
Post H.S.			

16. COUNSELOR/ADVISOR CONFERENCES

Please Initial

ate	Reason	Date	Reason	Date	Reason

School ID#

Circle Appropriate

IMPLEMENTER/ADVISOR

17.

FOUR YEAR EDUCATIONAL PLAN

FRESHMAN

1st SEMESTER	CR	2nd SEMESTER	CR

SUMMER SCHOOL ______________________________
CAREER GOAL ________________________________

SOPHOMORE

1st SEMESTER	CR	2nd SEMESTER	CR

SUMMER SCHOOL ______________________________
CAREER GOAL ________________________________

JUNIOR

1st SEMESTER	CR	2nd SEMESTER	CR

SUMMER SCHOOL ______________________________
CAREER GOAL ________________________________

SENIOR

1st SEMESTER	CR	2nd SEMESTER	CR

SUMMER SCHOOL ______________________________
CAREER GOAL ________________________________

18.

GRADATION CHECKLIST

REQUIREMENTS

(Circle semesters as completed)

English		1 2 3 4 5 6 7 8
Math		1 2 3 4
Science		1 2
Social Studies	American	1 2
	Government	1
	World	1 2
	Elective	1 2
Physical Ed		1 2 3 4 5 6 7 8
Health		1
Consumer Ed		1
Music/Art/ VoTech/ Foreign Language		1 2

ELECTIVES

	Semester 1	Semester 2
9th		
10th		
11th		
12th		

VoTech and/or Cooperative Education Courses Taken

Types of Office or Industrial Machines You Can Operate

____
____
____

	9th	10th	11th	12th
Credits required for graduation				
Credits earned toward graduation				
Credits still needed toward graduation				

1987 89 91 92 93 96 9

Chart 4-Q(b)
Sample Individualized Education Plan (IEP)

SCHOOL SYSTEM: Stoneville County

Student Name Michelle London

Student's Address 380 Woodland Dr., Waterbury, GA

Birthdate/Age January 105h, 1978/17

Dominant Language English

Health Conditions Diabetic (home insulin injections)

Placement(s)	**Initiated**	**Duration**
Learning Disab. Program	8/28/95	6/7/96
Auto Body Prog.	8/28/95	School year 6/7/96

Strong Learning Mode Visual, hands on performance

Special Media and/or Materials

Career-Technical Applied Math – Auto Body

Bergwall and Prentice – Hall Auto Body Materials

School Waterbury School District

Grade/Program 10th/Learning Disability/Auto Body

Teacher(s) Mrs. Waters and Mr. Stone

IEP Coordinator Mrs. Waters

Date Written 6/5/95 **Annual Review Date** 6/3/96

Dates of IEP Meetings June 7, 1995; June 3, 1996

IEP Team Members:

Name	**Title**
Mrs. Waters	Special Education Teacher
Mr. Stone	High School Principal
Mr. and Mrs. Landon	Parents
Mr. Brooks	Auto Body Teacher
Ms. Michelle London	Student

Present Level of Education Performance (Academic, Psychomotor, Personal-Social, Self-Help Prevocational/Career/Technical):

Academic Skills: Michelle performed at the following levels on recently administered achievement tests. Reading 3.5 (greatest problem work attack skills). Math 4.0 (deficiency in the areas of measurement, fractions and long division). She earned "C" grades in all courses taken last year.

Psychomotor Skills: Michelle demonstrated good psychomotor skills with a slight problem in fine finger dexterity.

Personal-Social Skills: Michelle is shy, withdrawn, and prefers working by herself. She communicates poorly with other students in group situations.

Self-Help Skills: No significant problems in this area.

Prevocation/Career-Technical Skills: Michelle satisfactorily completed career exploratory experiences at the junior high school level and a course in career development at the 9th grade level. She has indicated an interest in the auto body repair program.

Extent of Participation in Regular Educational Programs/Activities: Michelle will participate in the auto body program one hour per day, five days per week, during this academic year.

Special Services/Frequency:	**Person/Agency Responsible:**	**Date Initiated:**	**Duration Date:**
Remedial Reading (one period per day)	Reading Specialist	Sept. 15, 1995	June 7, 1996
Social Work (one home visit per month)	School Social Worker	Oct. 2, 1995	June 7, 1996
Remedial Math (one period per day)	Remedial Math Specialist	Sept. 15, 1995	June 7, 1996

Parents/Guardian(s) Signature

Source: Sarkees-Wircenski and Scott (1995)

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Chart 4-R
Sample Transition Plan

Name
(Last) (First) (Middle)

Address City Zip

Phone no. Alternate phone no.

Social Security no. School I.D. Birthdate

High School Counselor

CHECK ALL THAT APPLY

☐ **FOUR-YEAR COLLEGE/UNIVERSITY**

I applied to:
(list all schools)

I was accepted at:
(list all schools)

I plan to attend:
(A final transcript will be sent to the school you indicate.)

My intended area of study is:

☐ **COMMUNITY COLLEGE**

☐ Triton College ☐ Other:
(A final transcript will be sent to the school you indicate.)

Do you intend to transfer after one or two years? ☐ Yes ☐ No ☐ Unsure

If yes, to what school?

My intended area of study is:

☐ **TECHNICAL/BUSINESS SCHOOL/TRAINING SCHOOL**

I plan to attend:
(Name of school)

☐ **MILITARY**

I plan to enter the following branch of military (circle one): Army Navy Air Force Marines

☐ **WORK PLANS**

I plan to work: ☐ part-time ☐ full-time Type of work:

Do you have a job secured after graduation? ☐ Yes ☐ NO

SCOLARSHIPS

List any scholarships offered to you: Accepted scholarships

Source Amount ☐ Yes ☐ No

Source Amount ☐ Yes ☐ No

Signed: Date:

FOR OFFICE USE ONLY

Contact attempts: Date contacted:

☐ No change in post-secondary plans Person contacted:

☐ Post-secondary plans changed to:

Source Unknown.

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Chart 4-S

National/Illinois Career Development Competencies by Area and Level

Elementary	Middle/Junior High School	High School	Adult
Self-Knowledge			
• Knowledge of the importance of self-concept • Skills to interact with others • Awareness of the importance of growth and change	• Knowledge of the influence of a positive self-concept • Skills to interact with others • Knowledge of the importance of growth and change	• Understanding the influence of a positive self-concept • Skills to interact positively with others • Understanding the impact of growth and development	• Skills to maintain a positive self-concept • Skills to maintain effective behaviors • Understanding developmental changes and transitions
Educational and Occupational Exploration			
• Awareness of the benefits of educational achievement • Awareness of the relationship between work and learning • Skills to understand and use career information • Awareness of the importance of personal responsibility and good work habits • Awareness of how work relates to needs and functions of society	• Knowledge of the benefits of educational achievement to career opportunities • Understanding the relationship between work and learning • Skills to locate, understand, and use career information • Knowledge of skills necessary to seek and obtain jobs • Understanding how work relates to needs and functions of the economy and society	• Understanding the relationship between educational achievement and career planning • Understanding the need for positive attitudes toward work and learning • Skills to locate, evaluate, and interpret career information • Skills to prepare to seek, obtain, maintain, and change jobs • Understanding how societal needs and functions influence the nature and structure of work	• Skills to enter and participate in education and training • Skills to participate in work and lifelong learning • Skills to prepare to seek, obtain, maintain, and change jobs • Understanding how societal needs and functions influence the nature and structure of work
Career Planning			
• Understanding how to make decisions • Awareness of the interrelationship of life roles • Awareness of different occupations and changing male/female roles • Awareness of the career planning process	• Skills to make decisions • Knowledge of the interrelationship of life roles • Knowledge of different occupations and changing male/female roles • Understanding the process of career planning	• Skills to make decisions • Understanding of the interrelationship of life roles • Understanding continuous changes in male/female roles • Skills in career planning	• Skills to make decisions • Understanding of the interrelationship of life roles • Understanding the continuing changes in male/female roles • Skills to make career transitions

Chart 4-T
Career Guidance and Counseling Program Components Model

CONTENT

- Self-Awareness
- Academic
- Occupation
- Career Exploration
- Career Planning

PROCESSES

- Outreach
- Instruction
- Counseling
- Assessment
- Career Information
  - Work Experience
  - Placement
  - Referral
  - Follow-Up

STRUCTURE

- Leadership
- Management
- Personnel
- Facilities
- Resources

Contact: National Occupational Information Coordinating Committee (NOICC) Training Support Center (888) 700-8940 or (206) 870-4860.

Chart 4-U
Potential Members of the Transition Team

Adult Education Representative – provides information about lifelong education options

Advocacy Organization(s) Representative – may offer self-advocacy training or support groups for young

Assistive Technology Representative – provides expertise on devices that can open doors to opportunities

At-Risk/Prevention Specialist – offers counseling and support on teen pregnancy, alcohol, and drugs

Business-Education Partnership Representative – provides link between schools and local businesses and industry

Community Action Agency Representative – may link team to resources for traditionally underrepresented groups

Correctional Education Staff – provide incarcerated youth with continued learning opportunities

Drop-Out Prevention Representative – provides youth with alternatives to dropping out of school

Employer – offers insight into expectations; promotes hiring of people with disabilities

Employment Specialist – provides job development, placement, and coaching

Extension Service Agent – offers programs in parenting, homemaking, and independent living

Guidance Counselor – provides information on curriculum, assessment, graduation requirements, and college

Health/Department/School Nurse – provides guidance on community health services and health care advice

Higher Education Representative – provides information on postsecondary services to learners with disabilities

Housing Agency Representative – assists in developing housing options

Leisure Program Representative – knows available program options within the community

Literacy Council Representative – coordinates volunteers to teach basic reading and writing skills

Local Government Representative – funds many local services; can provide information on local services

Local Disability Representative – provides information and training (often serves all disabilities, not just one)

Religious Community Member – can provide social support to young adults

Residential Service Provider – can help access specialized housing

Source: DeFur (1999)

Chart 4-V
Three-Step Transition Planning Self-Assessment

Step One: Survey the Needs

- Is there a transition process in place?
  - What are the local job market trends and opportunities?
  - What realistic possibilities for entry-level positions and career advancement options exist in the community?
  - What resources are now offered within the schools and the community for funding, extra services, and staff?

Step Two: Evaluate the Data

- Are identified resources a recognized part of a transition process for learners?
  - How effective is the communication to learners about job and career possibilities?
  - Is the administrative support strong enough to allow for the provision of good transition programming?
  - Are there sufficient variety and number of committed team members?
  - Do the transition services and priorities match learners' needs?
  - Are learners and team members assessing the specific transition progress as a continuous part of all programming?

Step Three: Use the Data

- How can we increase schoolwide and communitywide awareness of the activities possible for learners?
  - How can we gain additional administrative support to communicate and serve learners more effectively?
  - Could team initiative be improved by including more direct learner input, streamlining meetings, or by including more diversity to the membership or increasing the size?
  - Should the number of focus activities be increased/decreased?
  - Should focus activities start earlier and extend farther beyond placement?
  - Can we increase and/or create programming continuity?

Source: ISBE (1990)

Chart 4-W
Initiating Activities for the Transition Process

A school-based transition coordinator is ideal for initiating and facilitating transition programming for learners from special populations. When this is not possible, career-technical special populations coordinators, guidance counselors, or other educators connected to program services for special populations learners may be designated to coordinate transition initiatives.

There are several activities listed below which transition coordinators can initiate in LEAs, community agencies, and with transition teams. Learners can participate in their own processes as indicated by the 🧍 symbol.

Step 1: Survey Transition Activities Currently in Place

LEAs	Community Agencies	Transition Teams
🧍 Gather Data for Complete Picture of Learners' Needs from Individual and Collective Assessment Results, Interviews, and Previous Records.	Gather Data for Complete Picture of Workforce Needs from Businesses, Industries, and Services Organizations.	Form Transition Team with Representatives from Education, Families, Community Agencies, Businesses, and Industries.
Determine Internal Service, personnel, and Financial Resources.	Determine External Service, Personnel, and Financial Resources.	Collaborate to Record Transition Program Services Using Matrix of Transition Services.
Survey Job and Career Training Possibilities.	Survey Job and Career Training Possibilities.	Locate Transition Service Gaps and Compare to Learner and Workforce Needs.

Step 2: Evaluate Existing Transition Activities

LEAs	Community Agencies	Transition Teams
🧍 Review Effectiveness of Communication Methods to Learners and Staff Regarding Transition Activities and Job/Career Opportunities.	Check Effectiveness of Communication with Community Personnel.	Evaluate Effectiveness of Communication Among Agencies, Including Educational Institutions.
Evaluate Degree of Administrative Support.	Evaluate Degree of Support from Agencies' Administration.	Evaluate Degree of Power Given by Administration.
🧍 Review Effects of Collaborative Activities upon Learners.	🧍 Evaluate Benefits to Community of Collaborative Activities to Date.	Compare Overall Collaboration Benefits and Determine Areas Needing Improvement.
🧍 Review Data from Transition Activities to Determine Effectiveness for Learners.	🧍 Evaluate Performance of Learners Participating in Transition Activities to Determine Value of Activities.	Compare Student Data from LEA and Community Agencies to Decide What Activities are to be Replaced or Strengthened.
Review Methods for Assessing Learners' Progress as They Proceed Through Transition Activities.	Review Methods for Assessing Learners' Progress as They Proceed Through Transition Activities.	Evaluate the Effectiveness of the Assessment Process to Determine Future Assessment Activities and Policies.

Chart 4-W (continued)

LEAs	Community Agencies	Transition Teams
Step 3: Expand Transition Programming Based Upon Findings From the Survey and Evaluatory Steps		
		• Set Transition Program Goals and Objectives.
Communicate Information About Transition Activities Frequently to Inform Staff and Learners in Accordance with Transition Team Decisions.	Distribute Information About Available Transition Activities in Accordance with Transition Team Decisions.	Decide Communiques Needed and Who Needs to Receive the Information.
Include Administrators in Decision making and Results of Transition Activities to Build Support.	Include Agency Administration in Planning and Decisionmaking for Transition Activities to Aid Learners and Community-at-Large.	Plan Meetings which include and inform Administration.
Design Cooperative LEA and Agency Projects, Bringing New Personnel into Supportive Roles when Possible.	Connect Learner Needs with Community Agencies when Possible.	Enlist New Participants for the Team as Desirable to Increase Support and Link Community, Learners, and Educational Institution.
		Choose Transition Activity Priorities.
• Implement Plans with Learners, Opening Doors, and Easing the Way.	• Implement Plans with Learners.	Plan Transition Activities and Assign Responsibilities.
• Review Progress Regularly and Refer Learners to Relevant Resources.	• Review Progress Regularly and Refer Learners to Relevant Resources.	Review Progress of Overall Goals and Objectives Regularly; Revise as needed.
• Follow-Through with Learners as Further Skill Building Activities are Needed.	• Follow-Through with Learners as Placement is Accomplished.	Plan Strength-Building Reinforcements to Follow Learners.

Source: ISBE (1990)

Chart 4-X
Checklist of Barriers to Successful Transition

- ☐ General negative attitude toward serving learners from special populations by the community and business/industry
- ☐ Lack of interagency school/community college collaboration
- ☐ Lack of interdisciplinary school/community college collaboration
- ☐ Difficulty transferring written records due to "Right to Privacy" (FERPA) legislation
- ☐ Lack of standardized and organized transition process procedures and policies
- ☐ Absence of role definition among the many different educators and school and community support personnel involved in the transition process
- ☐ Lack of parental involvement in transition activities
- ☐ Inadequate identification and CTE assessment of learners from special populations
- ☐ Lack of common terminology that affects communication among individuals participating in transition (i.e., educators, agencies, adult service providers, advocacy groups, employers, business and industry personnel).
- ☐ Lack of knowledge of transition services option
- ☐ General lack of business and industry involvement in transition activities
- ☐ Lack of tested models to guide the delivery of transition services for learners from special populations
- ☐ Failure to develop and use Individualized Education Programs and/or Individualized Transition Plans outlining specific objectives and activities
- ☐ Inadequate job placement and follow-up services over an extended period of time after program completion
- ☐ Reluctance on part of educators to modify and adapt their curriculum to meet the unique needs of learners from special populations

Source: DeFur (1999)

Chart 4-Y(a)
Career and Transition Planning for Employment

Action plan for assessment that identifies current strengths, needs, interests, and preferences for post-school employment, independent living, and postsecondary training and/or education

- Interview youth regarding CTE interests and preferences (use alternative modes if necessary).
- Conduct situational assessment observation in a work setting; assess endurance, strength, aptitude, social skills, interest, and interactions.
- Conduct formal CTE evaluation by a trained evaluator.
- Conduct self-assessment.
- Develop learners' awareness of different jobs.
- Discuss healthcare issues that may impact employment.

Action plan for development of a job and job placement options and awareness of skills needed

- Analyze local labor market (contact employment services for state and request information for the region; contact local WIB council; contact local chamber of commerce; review local want ads; contact employment agencies) to identify job openings and local labor needs.
- Get a range of work experiences: explorations, job shadowing, mentoring, and internships.
- Identify community programs offering job placement or training.
- Build network of employer and community programs to contact.
- Provide training to employers on issues related to employees from special populations.

Action plan for matching the individual to the job

- Analyze the demands and expectations of the worksite (e.g., duties, skill requirements, hours, location, transportation, wages, benefits, social skills).
- List the support the learners need to be successful on the job.
- Match the learner's assessment and the list of needed supports to the job demands, including transportation to the job.
- Identify current gaps and needs for success.
- Identify needed natural supports, job accommodations, adaptive equipment, and support services.

Action plan for school-to-work based training and preparation

- Provide instruction to youth on job-seeking skills.
- Provide community-based work experiences related to career development.
- Identify potential service providers.
- Provide natural support and accommodations.
- Provide instruction and training (pre-employment or on-the-job).

Action plan for placement and follow-through

- Work with employer to determine employee's response to the job demands, and identify strategies to capitalize on strengths and minimize limitations.
- Provide natural supports and accommodations.
- Monitor progress and readiness for job advancement.
- Monitor changing need for natural supports.
- Make adjustments, as needed.

Source: DeFur (1999)

Chart 4-Y(b)

Career and Transition Planning for Living Independently

Action plan for assessment that identifies strengths, needs, interests, and preferences for adult and independent living, including recreation and leisure

- Interview youth and family regarding adult and independent living interests and preferences (use other methods to assess interests and preferences).
- Observe youth in independent living or recreational setting.
- Interview youth and family regarding medical needs.
- Interview youth and family regarding financial plans.
- Identify transportation skills and needs.
- Develop a list of supports youth need to be successful.
- Identify needed natural supports, accommodations, and support services.

Action plan for development of adult living placement options, including recreation and leisure (not needed immediately, but for planning purposes)

- Analyze adult living options in the local area (e.g., group homes, supported living homes, roommates).
- Analyze locality for leisure/recreation options in the area.
- Coordinate with other families and youth looking for adult living options.
- Provide training and education for families and youth regarding living and financial options for transition-aged youth.
- Analyze community for transportation options.

Action plan for matching youth to adult living placement options, including recreation and leisure

- Analyze the demands and expectations of the adult living and community participation options.
- Match the youth's assessment and list of supports to the demands and expectations of the options.

Action plan for training and preparation for adult living

- Provide instruction to prepare youth to enter identified adult living and community options.
- Identify potential service providers for needed support and accommodations.
- Develop natural supports.
- Provide opportunities to participate in the community in the identified settings.

Action plan for placement and follow-through

- Monitor progress.
- Monitor changing need for natural support.
- Monitor changing need for services.
- Make adjustments, as needed.

Source: DeFur (1999)

Chart 4-Y(c)
Career and Transition Planning for Education

Assessment that identifies strengths, needs, interests, and preferences for postsecondary education

- Assess students' self-advocacy skills, academic preparation, and college-bound test scores.
- Assess students' technical skills, social skills, and independent living skills.
- Interview youth regarding educational setting interests and preferences – size, setting, programs (use other methods to assess interests and preferences).
- Identify long-term career goals.
- Develop list of supports students need to achieve postsecondary education goals.
- Discuss healthcare issues that may impact student in postsecondary setting.
- Identify needed natural supports, academic or physical accommodations, and support services.

Development of postsecondary education topics

- Visit campuses.
- Participate in college night.
- Have college students with disabilities, in nontraditional fields, single parents, and other members of special populations talk to students.
- Research community colleges or universities that offer special services to members of special populations.
- Discuss financial issues.
- Discuss preferred location of community college or university.

Matching of student and postsecondary education setting

- Analyze the demands of and expectations of the postsecondary education setting – accessibility, support services availability, academic rigor, social culture, independent living setting.
- Match the student's assessment and list of needed supports to the demands of the postsecondary education goals.

Preparation for postsecondary education

- Refer to development academic support and coursework needed to prepare for postsecondary education goals.
- Assist youth with applications, interviews, and test preparation.
- Identify potential service providers.
- Develop natural support.
- Provide self-advocacy training.

Placement and follow-along

- Monitor progress in the postsecondary setting.
- Monitor changing need for natural supports.
- Monitor changing need for services.
- Advocate for changes and adjustments as needed.

Source: DeFur (1999)

Chart 4-Z
Community Agencies and Transition Services for Individuals with Disabilities

Agency/Program	Employment Services	Postsecondary Education Services	Adult and Independent Living Services
Department of Human Services (DHS) assists persons with cognitive, sensory, physical, or emotional disabilities to attain employment and increased independence and are funded by state and federal money. DHS agencies typically operate local and regional offices. DHS services typically last for a limited period of time and are based on an individual's rehabilitation plan. If needed, an individual with disabilities can request services at a later time, and a new rehabilitation plan will be developed.	• vocational guidance and counseling • medical, psychological, vocational, and other types of assessments to determine vocational potential • job development, placement, and follow-up services • rehabilitation; technological services; and adaptive devices, tools, equipment, and supplies	• apprenticeship programs, usually in conjunction with Department of Labor • vocational training • college training towards vocational goals as part of an eligible student's financial package	• housing or transportation supports needed to maintain employment • interpreter services • orientation and mobility services
Mental Health & Mental Retardation Agencies provide a comprehensive system of services responsive to the needs of individuals with mental illness or mental retardation. Local, state, and federal funding are used to operate regional offices, although local funding is often the primary source. Services are provided on a sliding payment scale.	• supported and sheltered employment • competitive employment support for those who need minimal assistance		• case management services to access and obtain local services • therapeutic recreation, including day activities, clubs, and programs • respite care
Independent Living Centers help people with disabilities to achieve and maintain self-sufficient lives within the community. Operated locally, ILCs serve a particular region. ILCs may charge for classes, but advocacy services are typically available at no cost.	• information and referral services • connecting learners with mentors with disabilities	• advocacy training • connecting learners with mentors with disabilities	• advocacy training • auxiliary social services (e.g., maintaining a list of personal care attendants) • peer counseling services • housing assistance • training in skills of independent living • attendant management, housing, transportation, and career development
Social Security Administration operates the federally funded program that provides benefits for people of any age who are unable to do substantial work and have a severe mental or physical disability. Several programs are offered for people with disabilities, including Social Security Disability Insurance (SSDI), Supplemental Security Income (SSI), Plans to Achieve Self-Support (PASS), Medicaid, and Medicare.	• work incentive programs which may include cash benefits while working (e.g., student-earned income) • Medicare or Medicaid while working • help with any extra work expenses the individual has as a result of the disability • assistance to start a new line of work	• financial incentives for further education and training	• medical benefits • use of income as basis for purchase or rental of housing

Source: DeFur (1999)

Chart 4-AA
Telephone Directory Assistance Services

White Pages

The Table of Contents may include references such as "Community Service Numbers" or "Disabilities, Services for Individuals with."

Some of the headings you will find might relate to the varying service needs of youth with disabilities:

Adult Protection
Disabilities Services
Education
Employment
Financial Aid Handicapped/Disabled Housing
Human Rights
Human Services
Mental Health & Mental Retardation
Recreational/Social Development
Rehabilitation
Social Security Administration
Social Services
Transportation
Volunteer Opportunities

Blue Pages

Local, state, and federal government listings can always be found in the Blue Pages of the phone book.

Local listings might have some of the following headings:

Employment Opportunities & Information
Housing
Human Resources
Management
Mayor's Office on Disability Social Services

State listings might have some of the following headings:

Children
Clinics
Education
Health Services
Housing
Labor
Libraries
Museums & Theatres
Social Services

Local, state, and federal government listings will include numbers for all state and government agencies:

Employment Commission
Medicaid
Mental Health
Mental Retardation
Rehabilitation Services
Social Services
Transitional Living Center
Transportation Department
Vocational Evaluation Center

Yellow Pages

Check out the Index of Commonly Used Terms, using key words. Here are a few examples of what you might find:

Disability:

Access Unlimited; Adult Care Services; Assisted Living; Charter's Mobility Center; Paradapt Services

Associations:

Arc; Boy Scouts; Families for Children with Mental Health Concerns; Information & Referral; United Way; Learning Disabilities Council; Neighborhood Housing Services

Mental Health:

Alliance for the Mentally Ill

Source: DeFur (1999)

Chart 4-BB
Transition Services Phone Interview Guide

When you are starting your cold calling and searching for service providers, start with agencies that can refer you to other organizations, such as Career-Technical Rehabilitation or an Independent Living Center.

Name of Organization ______________________________

Name of Person You Spoke With ______________________________

Position ______________________________

Address ______________________________

Phone Number ____________ Fax Number ____________ Date Contacted ____________

Sample Phone Script

"Hello, this is ________________. I am a (teacher, parent, family member, administrator, coordinator) of a youth (young adult) who is" [OR if you are the student, then "I am"] ____________ (exploring career options, exploring where to live after graduation, interested in a recreational program, or whatever fits your ultimate goals). I am looking for information to help in planning for my (own, son's, daughter's, family member's, student's) future. I found your organization through ______________________ (another agency, the yellow pages, a publication) and I am interested in learning more about what services you provide (or what your organization does). Could you tell me who in your organization I should talk to about this? Thank you.

Please tell me about your agency/organization. Who do you serve? What services do you offer?

How does one get involved with your agency/organization? Are there special eligibility or admission requirements? How does one apply?

Are there costs involved in participating in your agency's or organization's programs? If so, how much are they? Do you offer special rates?

Do you have any ideas about how your agency or organization might help meet a need such as . . . [describe a "specific problem or need" that you might have, for example: youth has a visual disability and needs assistance changing buses; youth has physical disability and is interested in playing a sport; teen parent with a learning disability needs child care so that she can go to work after school; and so forth.]

Could you refer me to some other people, agencies, or organizations that might offer some services to meet this need?

Do you have any written materials describing your agency (or organization)? If so, could you please send them to me ____________________[your name] at ______________________ [your address]. Thank you for speaking with me today. This information is very helpful in planning my (own, student's, son's, daughter's) future as a member of our community. Best wishes for fulfilling your agency's (or organization's) mission.

Source: Defur (1999)

Chart 4-CC
Matrix of Collaborative Transition Support Services

Instructions: Write the name of the school, community, or agency that offers transition support services to your special populations learners. Specify the service offered in the appropriate column.

Planning

Service Agent	ICP	Job Fair/ Career Day	Study Skills	Org. Skills	Cultural Envir. Perspectives	Work Ethics & Attitudes	Money Mgmt	Time Mgmt	Other
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									

Work Experience

	Job Shadowing	Coop. Voc. Ed.	Appr'ships	Career Int'ships	On-the-Job Training		Other	Other	
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									

Job Development

	Agency Collab.	Job Clubs	Job Coaching	Job Placement		Other	Other	Other	
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									

Follow-Through

	Agency Linkages	Financial Aid Info.	Follow-Up	Conflict Mgmt	Training Skills	Small Group Support		Other	
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									

Source: ISBE (1990)

Section G: Monitoring and Evaluation of Progress

The model of continuous improvement is a frequently discussed topic in education and business. Nowhere is this more important than in the area of student performance as it relates to CTE programs and services. Perkins III, with its emphasis on performance improvement, consistently implies the need for monitoring and evaluation of the progress of every CTE learner, every support service, and every program. Therefore, to determine the effectiveness of any initiative and action connected with performance, educational agency personnel need to include monitoring and evaluation. These activities must be integral to the achievement of goals, plans, and actions at every level.

Both monitoring and evaluation serve as checkpoints for changes needed or for affirmation of the choices already made. Both processes are desirable and necessary in order to determine next steps for planning and continuous improvement of learner performance and support service provision.

In this section, tools are provided to assist in the task of monitoring or evaluating learner progress and support services. These and other tools may be used for either monitoring or evaluation, depending on the need for and/or use of data. The terms "monitoring" and "evaluation" are defined here, and the LEA may then determine when and how each is to be used.

Tools to assist in the task of monitoring or evaluating learner progress and support services

Monitoring is an internal or external means for checking the status of performance and programming for the purpose of correcting errors or strengthening weaknesses. Checking status implies the need to take a step back and look with as much objectivity as possible at the process and outcomes of action taken. In addition to any monitoring conducted by the State, it is recommended that each LEA monitor its own activities and progress.

Monitoring = checking status to correct or strengthen

Evaluation is the systemic collection and analysis of data needed to make decisions, a process in which LEAs should engage from the onset of every endeavor. As stated in the "Assessment" section, evaluation refers to making value judgments regarding assessment information and implications. While assessment involves obtaining achievement data through a variety of means, evaluation goes a step further, requiring that individuals interpret the data from an informed perspective. That perspective should draw from knowledge of instructional content, community context, school climate, and dropout rate (ISBE, 1995c, p. 1).

Evaluation = collecting and analyzing results to make decisions

Both monitoring and evaluation help to foster accountability and to determine to what extent the activity "makes a difference." They give staff the needed information to improve service delivery. As previously stated, the instruments used may be the same, depending the ultimate goal. Regardless of the individuals or services being monitored or evaluated, both processes should be based upon clear objectives and procedures for collecting data in a consistent manner. These data may be quantitative, such as numbers of participants or numbers of counseling students and services; or may be qualitative, such as descriptions of services and rates of success. The data is then to be used to identify the effects of support services on learners in programs, ultimately informing staff and others of impact on performance.

Professional Development Tip: Discuss the differences between monitoring and evaluation. Determine if each is being used in balance and effectively.

A system of monitoring and evaluation of student progress and the provision of support services minimally includes the following:

- Student class performance
- Assessment of access and equity
- Evaluation of facilities
- Learner/employer follow-up
- Basic skills assessment data
- Assessment of student services
- Measurement of learner competencies
- Evaluation of instructional materials
- Analysis of community resources and needs
- Analysis of cost-outcomes

From these data, decisions can be made about support services improvement and, ultimately, program improvement needs.

Professional Development Topic: Use Chart 4-EE: Checklist for Program Monitoring/Evaluation as an agency self-assessment and springboard for improvement.

Appropriate utilization of results is a necessary component of follow-through on any evaluation activity. Monitoring and evaluation can provide information to determine if the services provided are filling the specific needs intended. If not, the format of the services should be altered to achieve the objective(s), or the objectives should be altered to comply with perceived outcomes. No activity is worth initiating if results are not summarized, disseminated, analyzed, and utilized.

To promote ownership of the process, key educational players should openly discuss the purposes, potential outcomes, roles and areas of responsibility, and concerns regarding monitoring and evaluation. Communication among members of the entire school-based staff, related outside agency staff, and employers should also be promoted as monitoring and evaluation processes are aligned and become an integral part of the total education system.

Role of CTE special populations coordinating personnel for monitoring and evaluation

The primary role of CTE special populations personnel in monitoring and evaluation is that of collaborator/monitor with other service providers (i.e., administrators, instructors, counselors, special educators, learners, parents, and community representatives) to ensure that appropriate support activities and services are being provided effectively. Coordinating personnel will find it helpful to be aware of the overall system of evaluation in order to adequately support learners. In this chapter, the monitoring and evaluation of learner progress and achievement as they relate to the effectiveness of support services are discussed as important factors in the larger picture at both the local and State levels.

Checklist for Effective Monitoring and Evaluation ✔

- Clearly defined procedures exist to address the identified educational agencies' processes for both the monitoring and the evaluation of instruction, achievement, and support services provided.
- Services to learners are monitored/evaluated by each service provider.
- Monitoring/evaluation of support services is an ongoing process.
- Learners are a part of the monitoring/evaluation process and have input on the effectiveness levels of support services.
- Modifications for improvement are implemented based upon the data collected.

Monitoring and Evaluation of Learner Progress

LEAs, which successfully provide continuous quality support to learners, employ a variety of support service monitoring and evaluation methods. They use both formal and informal methods in a planned system to determine (1) if the support services provided align with learning objectives and performance outcomes, (2) to what degree learners are progressing in meeting personal and agency expectations, and (3) how the delivery or content of the services needs to be altered and/or expanded to meet the learners' needs. The records of services delivered and learner accomplishments provide results that can be summarized, analyzed, and utilized for the purpose of adjustments or further improvement.

Agencies use both formal and informal methods to . . .

- *align support with learning objectives.*
- *determine how learners are progressing.*
- *decide ways to alter content or delivery.*

Wide debate exists on the methods for measuring learners' progress through school and the role that learner evaluation should play in program design. Increasingly, educational leaders are looking for and experimenting with alternative or authentic assessment techniques, not only because they may provide more valid measures of what learners are learning, but also because they can shape what learners need to learn. For example, evaluation tools that are aligned with standards, curriculum, instructional practices, educational values, and goals ultimately influence instructors and classroom content.

Informal means of evaluation may be as simple as asking such questions of appropriate individuals as, "Has the learner improved as a result of the support given?" or "Are the instructors noting a difference in attitudes, grades, and/or attendance?" Chart 4-EE: Instructor Progress Report is an example of a form that can be used to monitor the declining performance of learners who are experiencing difficulty in programs.

Informal Methods:

- *Questioning improvement*
- *Noting attendance*
- *Observation of behavior*

A more formal approach includes specific documentation of the service provided, learner progress, written test results, and subsequent conferences with individuals to discuss the data and service implications:

Formal Methods:

- *Testing knowledge*
- *Documenting service and progress*
- *Conferencing about data*

> Alternative evaluation techniques are still in the development stage throughout the country. The "New American High Schools," the collective of leading reform schools recognized for their collaboration, are among those pioneering brand-new techniques to accompany new instructional practices. Many use student portfolios, a collection of completed work that demonstrates the student's level of

knowledge and skills. In addition, some use performance tasks or exhibits as measurement tools in which students are asked to do what they know before a panel of expert evaluators and sometimes also their peers. For example, a student may be asked to solve a mathematical problem on the board or perform a concrete task such as welding two pieces of metal together. (Visher & Hudis, 1999, pp. 85-86)

Using rubrics: Effective Scoring Rubrics: A Guide to Their Development and Use, (ISBE, 1995b).

Susan Goodale and Tom Haynes list several purposes for using customized performance-based, nonstandardized (criterion-referenced and competency-based) assessments:

- ➛ Links student learning plans, curriculum, and learning standards.
- ➛ Provides an additional learning tool for learners, both in their creation and use.
- ➛ Provides a customized means for peer and instructor to set standards.
- ➛ Supports a more objective measure of instruction effectiveness, particularly for skill building.
- ➛ Provides high-quality feedback to learners.
- ➛ Provides strong evidence for curriculum and instructional support for administration and marketing efforts.
- ➛ Builds stronger learner engagement because of clarity and relevance of assessment means to standards.
- ➛ Helps to identify curriculum alignment within programs and across curriculum levels.

Professional Development Tips:

- ➛ *Provide facilitation for a group of colleagues to create rubrics for assessing learners' work.*
- ➛ *Present workshop on alternative evaluation tools (e.g., portfolio development and performance assessment).*

Two examples of performance-based nonstandardized assessments are scoring rubrics and portfolio assessments.

The ISBE (1995b) assessment division endorses scoring rubrics as vehicles for instruction that can communicate important curricular concepts. A scoring rubric is a scoring scale that specifies the criteria on which a learner's performance will be evaluated (pp. 1-2). Chart 4-FF: A Sample Scoring Rubric gives a sample format, sample criteria, and space for elements of assignments to be entered. Chart 4-GG: Checklist for Effective Rubrics provides criteria for designing rubrics.

Charts 4-FF and 4-GG

Portfolio Assessment

Schools vary considerably in how they perceive and use assessment/ evaluation. While some prefer standardized tests, others are more committed to alternative assessment techniques or use a combination of methods. What these schools have in common, however, is their belief that student evaluation methods should be fair, consistent, reliable, and useful, and clearly show what learners know and can do (Visher & Hudis, 1999, p. 93). In general, they advocate the following practices:

- ➛ Enhance the learning process with assessment tools that measure learning appropriately.
- ➛ Base methods of monitoring and evaluation on the analysis of learners' strengths, barriers, and short- and long-term goals.
- ➛ Use a range of methods, each selected to meet certain objectives.
- ➛ Use alternative evaluation techniques since some learners do poorly on standardized achievement tests.

- Incorporate work-based learning experiences in the classroom to improve competencies used as measures of assessment.
- Use multiple measures such as portfolios, projects, and written scenarios.
- Use a balance of traditional assessment tools, such as multiple-choice, fill-in-the-blank, and short-answer tests, with group projects and presentations.
- Consult with learners on how they want to demonstrate their learning.

Evaluation procedures for learners with disabilities

Multiple evaluative tools and a broad base of learner data are essential for valid determination of learner progress and performance. For learners with disabilities, special guidelines under IDEA and Section 504 regulate evaluation procedures. The following are some suggestions to increase the accuracy of learner evaluation for individuals with disabilities:

- Ensure that the learners' general education programs use instructional strategies appropriate for each learner.
- Provide learners with the necessary supplemental aids and services to perform in the general classroom.
- Use formal and alternative assessments to gain information about the learners' unique needs or disabilities. (Baker, 1998)

Evaluate learners on the basis of needs and abilities as related to specified performance outcomes or competencies.

Do not evaluate learners compared to the performance of other learners.

Regardless of the tools used, measuring learners' progress is multifaceted. Special populations learners should be evaluated on the basis of "their needs and abilities related to specified performance outcomes or competencies" rather than compared to the performance of other learners. For those with disabilities, these needs and abilities can be identified through the IEP with the transition component (IEP/ITP). All other learners' needs and abilities can be identified through the ICP and/or ITP, depending on the documents required at the local level (Sarkees-Wircenski & Scott, 1995, p. 473).

Basic steps for measuring progress

Basic steps for measuring progress include the following:

- Determine performance objectives and measures for the learners.
- Develop techniques to measure attainment.
- Develop learner performance record forms.
- Develop a system of reporting, including which groups or individuals should receive the results of the evaluation, time schedule, and format for summarizing learner progress reports.

The forms that follow are examples of those that can be used in the recording and/or reporting of data related to the performance of learners. These are included here for your information only and are not required by the State.

Charts 4-HH and 4-II

- Chart 4-HH: Student Performance Evaluation Form is a simple model to use when measuring the accuracy of tasks performed.

- Chart 4-II: Present Level of Performance Checklist is used to write information for IEPs for learners with disabilities. Multiple methods of assessment are used to gather data for performance levels. This checklist can also be used for assessment of the present level of performance for any learner who requires particular attention and various support services to succeed.

- Chart 4-JJ: Accommodation Checklist is an example of a form that is used to inform parents and others of particular adaptations/accommodations that are being used with certain learners.
- Chart 4-KK: Individualized Competency Record is an abbreviated form that can be used in CTE programs to summarize learner progress.
- Chart 4-LL: Learner Progress Report is a more extensive form that can be used to report progress with special populations learners.
- Chart 4-MM: Descriptive Work Habits Rating Scale provides a tangible form for rating the more elusive characteristics of work.
- Chart 4-NN: Class Progress Chart allows the recording of the performance of each task for all class members. If a chart such as this shows a significant number of learners having trouble with the same process, modification or re-teaching may be needed.
- Portfolios are valuable evaluation tools to measure learners' motivation, learning process, and achievements, and to include multiple samples of learner performance. Chart 4-OO: Requirements for Portfolio Entries, from the California Department of Education Career and Technical Assessment Program, suggests items and standards for portfolios.
- Charts 4-PP, 4-QQ, and 4-RR are rating guides to assist monitors/evaluators to rate student written assignments, projects, and presentations at basic, proficiency, or advanced levels.
- Chart 4-SS: Parent Progress Update provides a sample to use when reporting progress to parents.

Questions to Consider When Monitoring and/or Evaluating Support Activities and Services

The Perkins Act is based upon the premise that all learners deserve the opportunity to succeed at pursuing their educational and/or job-related goals. Making the commitment to guide and assist learners as they work towards self-sufficiency enhances a system of quality support. The questions that follow can be used for the monitoring and evaluation of all areas of this support. From the answers to these questions, a change of direction can be made in support services to further assist learner progress and achievement.

Professional Development Tip: Answer the following questions with an interdisciplinary team.

Collaboration and Coordination

- Are we collaborating and coordinating within this educational agency at an optimum level for learners?
- Are area service agencies, employers, and community planning entities being utilized as resources and service providers for learners when desirable, necessary, and/or possible?

Identification and Assessment

- How are learners identified for service and support?
- How effective is the assessment program in identifying learners for selected courses and providing information for making career development decisions?
- Is our assessment program broad enough in scope?
- Do the assessments help in the determination of needed supplemental services as learners work to succeed in their chosen programs?
- Are learners' career interests being surveyed, and is that information utilized in career planning, program placement, and curriculum planning and revision?
- Are records for each learner current, flexible, and complete?
- Are portfolio assessments being kept, and are they accessible to learners, instructors, employers, and other relevant personnel?

Recruitment and Retention

- Are diverse groups of special populations represented in your CTE programs?
- Are support services and accessible facilities available to encourage participation?
- Do marketing efforts target diverse locations and agencies?
- Are schedules and services flexible to accommodate diverse lifestyles and needs?
- Are there systemic activities to support retention (e.g., orientation, support groups, and peer mentoring)?

Supplemental Services

- Are the supplemental services which are provided adequate to assist all learners to succeed in their chosen programs?
- Are the scope and quality of the services offered meeting the needs for learners to succeed?

Career Guidance and Counseling

- Are career information materials effectively provided, coordinated, organized, and sequential?
- Are counseling and transition services meeting the needs of our learners?
- How do present and former learners feel about the counseling provided to them in making career decisions?

- If applicable, are youth organizations having a positive impact on learners by developing leadership abilities, engendering respect for the world of work, and encouraging respect for occupational preparation?
- Does our agency assist learners, the LEA, and employers by coordinating efficient and systematic job placement?
- Results of this monitoring and evaluation can help in identifying strengths and weaknesses and can aid in making meaningful changes in programs and public relations as indicated to be necessary.

Monitoring and Evaluation

- Have we established clear goals, objectives, and criteria for programs and support activities?
- Do we compare learner performance data resulting from programs and activities to determine learner success in school-based and work-based environments?
- Do we collect data using consistent methods?
- Do we survey learners and relevant others for service improvement suggestions?
- Do we solicit observations and data from appropriate external sources?

Effective Practice for Monitoring and Evaluation

At Kankakee Area Career Center, learners are assessed with the TABE to measure math and reading skills. Learners performing two or more years below grade levels attend the Learning Center located in the same location as CTE courses. Instruction is on applied math and reading directly related to learners' CTE fields of study. Instruction makes use of computers, Internet, digital cameras, pro screen projectors, electronic white board, and other technology.

Contact Information:

J.R. Black
Kankakee Area Career Center
4083 N. 1000 West Road
Bourbonnais, IL 60914
(815) 939-4971
Fax: (815) 939-7598
E-mail: kacc@keynet.net

Systemic Professional Development

- Are professional development activities systemically enhancing knowledge and strengthening the abilities of professionals to provide essential support services for all learners?
- Do areas of focus include legislation, work-based learning, integration, interpersonal skills, critical thinking, cooperative learning, and teamwork?
- Are local, state, and federal resources pertaining to workforce development made available or disseminated?
- Do we promote public relations and marketing activities for our programs and services?
- Do we provide business and community training as requested?

Monitoring and evaluation of support services are essential components to the continuous improvement provisions of Perkins III. These services are constantly being conducted in most agencies, although determining their effectiveness is often accomplished subjectively and characterized by "hit and miss" methods. To ensure a more systematic approach, the strategies that follow are offered.

Strategies for Effective Monitoring and Evaluation of Learner Progress

- Collect and maintain the data to evaluate learner outcomes, school practices, and inputs.
- Gather data from enrollment records, average daily attendance records, transcripts, student records, standardized achievement test scores, guidance records, disciplinary action records, student follow-up surveys, college entrance exams, funds and expenditures, community survey, or needs assessments.
- Supplement existing data sources with special surveys, questionnaires, interviews, focus groups, teacher logs, teacher diaries, and classroom observations.
- Collect additional information for some learners about English language proficiency, native language proficiency, support services needed and received, alternative assessment instrument results, evaluation of occupational interest and aptitudes, basic skill development, life skill development, learning personal styles, work habit, personal/social skill development, and physical and emotional health.
- Evaluate information about nontraditional careers and work experiences; equitable work-based learning experiences; unbiased and nontraditional mentors, tutors, and interpreters; and computer access.
- Analyze collected data to develop improvement strategies for learner improvement.
- Include measures of gain in addition to measures of attainment. (Allen, 1994)

Chart 4-DD
Checklist for Program Monitoring/Evaluation

Monitoring Check _____ **Evaluation Check** _____

	Yes	**No**	**Date**
1. Monitoring process			
• when program was initiated			
• when program was in place			
2. Evaluation process			
• when program was initiated			
• when program was in place			
3. Evaluation emerges from/supports monitoring process.			
4. Program goals are clear.			
5. Program objectives are clear and relate to each goal.			
6. Evaluation questions are developed for each goal/objective.			
7. Data source specified for each evaluation question:			
Source:________________________________			
8. Monitored program scope and impact in terms of . . .			
• process/management			
• results/outcomes			
• products			
9. Evaluated program scope and impact in terms of . . .			
• process/management			
• results/outcomes			
• products			
10. Determined data collection tools:			
• anecdotal evidence/word-of-mouth			
• awards to company			
• records (reduced absenteeism, increased volunteerism, increased use of services, competitive edge in recruiting, etc.)			
• surveys			
• interviews			
• focus groups			
• benchmarking			
• studies (internal and external)			
• contracted evaluator			
• other:________________________________			
11. Determined schedules for . . .			
• ongoing monitoring:			
• monthly			
• quarterly			
• semiannually			
• annually			
• other:________________________________			
• periodic evaluation:			
• monthly			
• quarterly			
• semiannually			
• annually			
• other:________________________________			

Chart 4-DD (continued)

	Yes	No	Date
12. Determined monitor(s):			
• internal			
• external			
• staff			
• contracted			
13. Determined evaluator(s):			
• internal			
• external			
• staff			
• contracted			
14. Estimated evaluation costs			
15. Determined needed resources for costs			
• financial			
• human			
• in-kind			
• material			
16. Determined type and scope of analyses			
17. Sought and acquired suggestions/final approval(s) to conduct evaluation			
• internally			
• with external partners			
18. Based on recommended revisions:			
• recruited/oriented/trained monitors			
• recruited/oriented/trained evaluators (as appropriate)			
• implemented monitoring process			
• conducted evaluation			
19. Collected information/data			
20. Organized, analyzed, and summarized data/information			
• program activities completed on schedule			
• activities related to program objectives			
• program's scope measured			
• program's impact measured			
• goals and objectives achieved			
• remained within budget			
• program products developed			
• program products assessed			
21. Prepared informal/formal reports			
Format: ______________________			
22. Disseminated results to . . .			
• internal audience(s)			
• external audience(s)			

Chart 4-DD (continued)

	Yes	No	Date
23. Used results for purposes of . . .			
• program refinement			
• program expansion			
• program replication			
• program institutionalization			
• short-term planning			
• long-term planning			
• adapting/changing policies			
• reviewing/redesigning . . .			
• objectives			
• services			
• practices/procedures			
• activities/program			
• products			
• other:______________________________			
24. Evaluated the monitoring process and used results to modify/improve . . .			
• policies			
• services			
• procedures			
• programs			
• products			
• other:______________________________			
25. Evaluated the evaluation and used the results to modify/improve the evaluation			

Modified from the "7-Step Evaluation Process" in *A Guide for Evaluation Partnerships: Assessing the Impact of Employee, Parent, Family & Community Involvement in Education*, NAPE.

Source: U.S. Department of Education (n.d.)

Chart 4-EE
Instructor Progress Report

Week of ______________________

Directions: Please check the appropriate spaces for the students listed below:

Name	Period	Progressing Satisfactorily	Completing Homework

Please check how the following students are experiencing difficulty:

Name	Period	Progressing Unsat.	Incomplete Homework	Difficulty in Rdg.	Inadequate Prep. for Tests	Inadequate Notetaking

I AM planning a TEST this week for my ___________ class. The test will be on ____________________

____

The test will cover the following test pages: ______________________________________

The test will be in this format: ____

_______ I am NOT planning any tests this week.

Source: Huck, Myers, and Wilson (1989) as cited in Sarkees-Wircenski and Scott (1995).

Chart 4-FF
Sample Scoring Rubric

Scoring Rubric for ______________________________

Name ______________________________

Assignment ______________________________ Score ______________

+ = Exceptional **[blank] = Acceptable** **— = Deficient**

Critical Thinking Standards

	Clarity	Accuracy	Precision	Relevance	Depth	Breadth	Logic	Significance	Communication	Format
Elements of Assignments										

Instructor Comments:

Taken from performance-based assessment materials prepared by Susan Goodale and Tom Haynes, August 2000.

Chart 4-GG
Checklist for Effective Rubrics

***Introduction:** An effective rubric is developmentally instructional; each level leads to the attainment of skills at the next level. Rubrics that have an impact on monitoring instruction and at the same time provide meaningful direction and feedback to the learner have many of the following characteristics.*

STRUCTURE

☐ 1. The levels in the rubric represent the full range of knowledge and skills that are the primary targets of instruction. (Check lists are not developmental. They can only indicate presence or absence of a specific feature or trait.)

☐ 2. Expectations for student performance are clear. The rubric is written in both student and parent language and avoids educational jargon.

☐ 3. The rubric has a minimum of four levels of performance to avoid results reflecting an artificial bell shaped curve or being a measure of minimal competency.

☐ 4. An even number of levels is better for delineating proficiency unless a middle or equivocal position is desired. An even number of levels requires a decision between "almost there" and "barebones".

☐ 5. The rubric has at least one level above the standard to exemplify "distinguished" performance beyond the "barebones" level.

☐ 6. The rubric avoids using missing or implied levels that leave the user to interpret what degree and type of performance exist between the stated levels.

INSTRUCTION & TRAINING

☐ 7. The rubric is designed for continuous monitoring of progress rather than as a single sample of accountability.

☐ 8. The features being measured are clear and can be specifically defined from "least" developed to "most" developed.

☐ 9. Skills and traits are used consistently across each level of the rubric.

☐ 10. Each level of the rubric has examples aligned with it.

☐ 11. Lower levels of the rubric are not exclusively written in terms of missing skills, (e.g., no speaking ability, lack of rhythm, not ready to dance, didn't show composure). The terms are developmental as opposed to pejorative.

☐ 12. The rubric is based on an absolute scale rather than a relative scale, (e.g., criterion-referenced).

MEASUREMENT

☐ 13. The type of measurement used in the rubric is clear and consistent across the levels, (e.g., consistently measures change or improvement in the attainment of a standard).

☐ 14. Terms are stated in measurable constructs by avoiding words that are subjective and difficult to define or difficult to get consensus on what will be used to assess them, (e.g., creativity, elegance, etc.). Terms are also avoided that have value-laden foundations, (e.g., life-long learning, coping, good attitude, etc.).

☐ 15. Distinctive qualitative or quantitative (noticeable) differences exist between the levels in the middle of the rubric to effectively and reliably differentiate proficient from non-proficient performance (cut scores for the standard). See even numbered reference under Structure.

☐ 16. The rubric avoids the use of terms that depict "averageness" (e.g., below average, intermediate, fair, usual, or above average; typical for this stage).

☐ 17. The rubric avoids using adjectives attached to a feature continuum as a sole means of differentiating performance levels, (e.g., minimum, inadequate, inconsistent, and excellent understanding of....., an excellent ability to...., etc.).

☐ 18. The distance between the rubric levels in terms of real world performance is psychologically or perceptually equidistant; that is, to attain a performance score from one level to the next is equally easy or hard between each of the levels.

Source: ISBE (1995)

BEST COPY AVAILABLE

Chart 4-HH
Student Performance Evaluation Form

Name ______________________ Date ______________________

Observer(s) ______________________

Time Started ______________________ Time Completed ______________________

Test Performance

Task Sequence	Accurate	Independent	With Assistance
1. Read thermometer.			
2. Measure 1 pint of sand and 1 pint of peat moss.			
3. Mix plant mixture completely.			
4. Select 4" pot.			
5. Fill pot, firm mixture to within $^1/_2$" of top.			
6. Measure and cut 8" stem.			
7. Cut 4" piece at 30° angle.			
8. Remove all leaves on lower half of stem.			
9. Apply rooting hormone.			
10. Place cutting in pot.			
11. Measure $^1/_3$ cup of water.			
12. Wrap plant in plastic bag.			
13. Clean work area.			

Source: Sarkees-Wircenski & Scott (1995)

Chart 4-II
Present Level of Performance Checklist

	Yes	No
1. Does the present level statement list strengths of the learner in each problem area?		
2. Does it list weaknesses of the learner in each problem area?		
3. Does it include statements on what the learner needs to learn to do next in those problem areas?		
4. Is it based on information gathered from a combination of diagnostic procedures:		
► formal testing?		
► informal testing?		
► observation?		
► case history?		
5. Are the instruments or processes used in the evaluation identified?		
6. Does it contain statements on . . .		
► instructional methods?		
► motivational factors?		
► style of learning?		
► instructional materials that have been used successfully or unsuccessfully with the learner?		
7. Is the information instructionally relevant?		
8. Is it written in understandable language?		
9. If there are any unresolved assessment questions, are they mentioned?		

Source: Sarkees-Wircenski and Scott (1995)

Chart 4-JJ
Accommodation Checklist

Student ____________________ Teacher ____________________

Program ____________________ Subject ____________________

Career Goal ____________________ Date ____________________

This special report is a supplement to other reporting information provided to help you understand the special accommodations being provided to help your child learn and to assess achievement and growth. Accommodations are provided when they are needed based on assessment information, the judgment of professionals, and the request of the student or parents. Some of these accommodations are identified in the IEP or ITP for your child.

Modifications have been made in the following areas:

Grading Periods				**Accommodations**
1	**2**	**3**	**4**	
				Instruction planned and delivered according to IEP or ITP.
				Only parts of the program/course were changed.
				Individual assistance is provided daily.
				Student is assigned to a learning team.
				Student performance contract was used.
				Tests were modified (items, length, scoring).
				Peer-evaluation is used to enhance learning.
				A multifactor adjusted grading system is used.
				Other:

	Teacher's Signature	**Grade**	**Comments**
1st Reporting Period			
2nd Reporting Period			
3rd Reporting Period			
4th Reporting Period			
	Final		

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Chart 4-KK
Individualized Competency Record

Student's Name ______________________________________ Date ____________________________

Grade Period ______________ to ______________

	Competencies											Work Habits					
	Rescue Breathing (Adult)	Rescue Breathing (Child)	Choking (Conscious Adult)	Choking (Unconscious Adult)	Choking (Conscious Child)	Choking (Unconscious Child)	CPR (Adult)	CPR (Child)				Dependability	Respects Authority	Cooperates with Others	Follows Directions		
Competency Code																	
1. Skilled, needs no supervision	1	1	2	1	1	2	3	4				A	B	B	A		
2. Moderately skilled, needs limited supervision																	
3. Limited skills, needs close supervision																	
4. No experience																	
Attendance Record																	
1. Total days on roll																	
2. Total days tardy																	
3. Total days absent																	
4. Days made up																	
Work Habit Code																	
A. Outstanding																	
B. Exceeds minimum																	
C. Minimum																	

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Chart 4-LL
Learner Progress Report

Name____________________________ Class ____________ Date_____________

I. ATTITUDE

A. Toward class
1. ___ Enthusiastic
2. ___ Cooperative
3. ___ Indifferent
4. ___ Not cooperative
5. ___ Disruptive

B. Toward others
1. ___ Gets along well with others
2. ___ Quiet, rarely interacts with others
3. ___ Occasional problems with coworkers
4. ___ Argumentative

1. ___ Accepts supervision readily
2. ___ Occasional problems accepting supervision
3. ___ Hostile towards supervision

II. CLASS PROGRESS

A. Mastering competencies
1. ___ On schedule
2. ___ Ahead of schedule

OR

B. Not mastering competencies
1. ___ Poor attendance
2. ___ Lack of effort and/or interest
3. ___ Limited ability to master skills

III. WORK HABITS

A. Initiative
1. ___ Finds tasks to do when assigned work is completed
2. ___ Needs reminders to stay busy
3. ___ Wastes time when assigned task is done

B. Safety
1. ___ Always works safely
2. ___ Needs reminders to work safely
3. ___ Does not use good safety habits

IV. PROBLEM AREAS

1. ___ None
2. ___ Following instructions
3. ___ Speed and accuracy
4. ___ Completing written work on time
5. ___ Written tests
6. ___ Performance tests
7. ___ Daily points earned
8. ___ Staying on assigned task
9. ___ Grooming
10. ___ Other (Please specify____________)

V. ATTENDANCE

Dates Absent__________________________

Dates Tardy __________________________

Second Hour

First Quarter _________________________

Second Quarter_________________________

Semester _________________________

VI. COMMENTS

Strengths	**Weaknesses**	**Additional Comments**

Instructor's Signature ____

Student's Signature ____

Source: Sarkees-Wircenski and Scott (1995)

Chart 4-MM
Descriptive Work Habits Rating Scale

Student's Name ________________________________ Date ______________________

SCALE: 4 = Outstanding 3 = Good 2 = Satisfactory 1 = Poor

Directions: Place the number corresponding to the level of performance demonstrated in the blank space provided for each criteria.

		DEMONSTRATED PERFORMANCE			
SCALE	**TRAITS**	**4**	**3**	**2**	**1 -**
______	Quality of Work	Superior	Very good	Average	Poor
______	Knowledge of Work	Excellent	Good	Adequate	Insufficient
______	Work Attitude	Very enthusiastic	Shows great interest	Shows interest	Normally indifferent; uninterested
______	Attendance	Attends daily	Infrequently absent	Warned for absence	Frequently absent
______	Punctuality	Always on time	Infrequently late	Warned for tardiness	Frequently late
______	Decisionmaking Ability	Makes effective decisions	Needs occasional assistance	Often needs assistance	Cannot make decisions
______	Industry	Industrious; works hard	Works steadily; good effort	Persistent in effort	Avoids work
______	Work Initiative	Seeks more work; highly motivated	Alert to opportunities	Regular work performed	Needs explanation of routine tasks
______	Organizational Ability	Highly capable of organizing	Fairly well-organized	Sometimes disorganized	Often disorganized
______	Attitude Toward Others	Positive; takes interest in others	Pleasant, polite	Sometimes difficult	Inclined to be uncooperative to work with
______	Acceptance of Responsibility	Welcomes responsibility	Accepts without protest	Accepts with protest	Avoids when possible
______	Follows Directions	Always follows directions	Usually follows directions	Occasionally follows directions	Seldom follows directions

Source: Moses (1991) as cited in Sarkees-Wircenski and Scott (1995).

Chart 4-NN
Class Progress Chart

Grade____________________

Section____________________

Code ____________________

⧄ Assigned
⧄ Working on
☒ Competed
■ Mastered

	Rescue Breathing (Adult)	Rescue Breathing (Child)	Choking (Conscious Adult)	Choking (Unconscious Adult)	Choking (Conscious Child)	Choking (Unconscious Child)	CPR (Adult)	CPR (Child)														

Source: Sarkees-Wircenski and Scott (1995)

Chart 4-OO
Requirements for Portfolio Entries

Entry	Requirements
PRESENTATION	
Table of Contents	• organization • accuracy and completeness • neatness • correct spelling
Letter of Introduction	• an original letter containing three parts: 1. description of self (personal or career goals with plans for achieving them, strengths and qualities, and/or important achievements) 2. description of best work sample (why work sample was selected as "best" and what special abilities the work sample highlights) 3. explanation of what portfolio means to the learner (how the pieces relate to personal or career goals, what was achieved by completing the portfolio, and/or how work has improved) • effective writing (neat, organized, clear, and correct grammar and spelling)
CAREER DEVELOPMENT PACKAGE	
Application	• neatness, a good overall appearance (typed or written in ink) • completeness, no blanks • correct grammar and spelling • accuracy
Letter of Recommendation	• letter of recommendation from an appropriate person who gives a good picture of career-related strengths and skills • accuracy

Résumé	• completeness; must include . . .
	  • contact information
	  • career and educational plans
	  • education
	  • paid/unpaid work experiences
	  • at least one of the following: activities, achievements, skills, strengths, abilities, references, and special interests
	• neatness, good overall appearance
	• correct grammar and spelling

WORK SAMPLES	• coverage of all required standards
	• completeness, including appropriate documentation and summaries for four work samples. Summaries must include the following:
	  • a description of the work sample and the steps taken to complete it
	  • the standards or skills covered
	  • what was learned by doing the work sample

WRITING SAMPLE	• coverage of at least one content standard • effective writing (neat, organized, clear, and correct grammar and spelling) • final draft (at least three pages in length, typed double spaced with 1" or 1½" margins on 8½ x 11 paper, single-sided) • bibliography, including at least three different sources of information
SPE EVALUATION	• completed SPE evaluation form, signed [illegible] supervisor

Source: California Department of Education & Far West Laboratory (1994) as cited in Sarkees-Wircenski and Scott (1995)

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Chart 4-PP
Rating Guide for Written Assignments

	Basics	Proficient	Advanced
Content			
Knowledge of major ideas and concepts in career-technical standards	Shows gaps in knowledge; misunderstands major ideas and concepts; may fail to include relevant information	Shows knowledge of major ideas and concepts; covers required content	Shows clear understanding of major ideas and concepts; fully covers required content, explaining how ideas and concepts apply to the scenario
Supporting arguments	Fails to justify response or provide weak arguments	Justifies response with adequate detail	Convincingly justifies response with well-developed reasoning and detail
Analysis			
Addresses scenario requirements	Does not address scenario requirements	Addresses all scenario requirements	Addresses all scenario requirements in detail
Evaluation of evidence	Ignores evidence or demonstrates incomplete understanding of the problem	Links responses to evidence presented	Links response to all evidence presented
Communication			
Organization and clarity	Ideas are presented in a disorganized way	Ideas are presented in an organized way	Writing is clear and well-organized throughout the response
Language mechanics	Writing style or mechanics interfere with communication of ideas	Ideas are understandable; language errors do not interfere with communication	Ideas are presented effectively and are easy to understand

Source: NCREL (1999)

Chart 4-QQ
Rating Guide for Projects

	Basics	Proficient	Advanced
Content			
Knowledge of major ideas and concepts in career-technical standard(s)	Shows gaps in knowledge; misunderstands major ideas and concepts	Shows knowledge of major ideas and concepts in career technical standards	Shows clear understanding of major ideas and concepts in career-technical standards
Knowledge of skill requirements in career-technical standards	"Hands-on" work demonstrates minimal knowledge of skill	"Hands-on" work demonstrates skill mastery	"Hands-on" work demonstrates superior skill
Communication			
Attention to audience	Shows no or little awareness of the audience	Effectively presents progress and product to outside reviewer	Thoroughly and effectively presents progress and product to outside reviewer
Organization	Lacks organization	Reflects effective organization	Shows exceptional organization
Accuracy, neatness, and completeness	Work lacks accuracy and completeness; appearance interferes with communication of ideas	Work is accurate, neat, and complete	Work is accurate and complete; appearance helps the communication of ideas
Responsibility			
Initiative	Demonstrates inability or unwillingness to plan and complete project on own	Plans and achieves timely completion of project with reasonable guidance	Plans and achieves timely completion of project with minimal guidance
Independence	Does not represent learner's own idea and skills	Represents learner's own efforts, ideas, and skills	Represents learner's own ideas and skills; may demonstrate creativity

Source: NCREL (1999)

Chart 4-RR
Rating Guide for Presentations

	Basics	Proficient	Advanced
Public Speaking Skills			
Oral communication skills	Conveys information ineffectively due to lack of organization, coherence, or attention to audience	Communicates effectively to an audience	Communicates clearly and effectively to an audience in a well-organized and confident way
Audio/visual aids	Audio/visual aids are absent or detract from presentation	Uses audio/visual aids	Audio/visual aid(s) enhance presentation
Content Knowledge			
Description of project	Fails to demonstrate sufficient or accurate knowledge of the project	Demonstrates accurate knowledge or the project and the steps taken to complete it	Demonstrates thoroughly an accurate knowledge of the process and final product(s)
Career-technical knowledge and skills	Provides limited or inaccurate description of career-technical knowledge and skills applied in the project	Accurately describes some of the career-technical knowledge and skills applied in the project	Thoroughly and accurately describes career-technical knowledge and skills applied in the project
Analysis			
Evaluation of own skills and work	Gives incomplete or sketchy evaluation of own work	Gives accurate evaluation of own work	Shows understanding and insight in evaluating own work

Source: NCREL (1999)

Chart 4-SS
Parent Progress Update

Quarter: 1 2 3 4

To the Parent/Guardian of ____________________

Grade ____________ School ____________________

The purpose of this communication is to inform you of your child's progress at this point in the quarter. Currently he/she is making a grade of ___ in ____________. Below I have checked comments which I feel represent his/her situation at this point in time.

_____	Is doing a good job.	_____	Needs to improve attendance.
_____	Exhibits a positive attitude.	_____	Needs to improve arriving to class on time.
_____	Has shown improvement.	_____	Needs to better utilize lab/class work time.
_____	Needs more preparation for exams.	_____	Should talk less to classmates.
_____	Needs to increase class participation.	_____	Should seek more teacher help.
_____	Needs to increase lab participation.	_____	Quality of work needs improvement.
_____	Has not completed all work assignments.	_____	Instructional equipment is missing.

Instructor's Comments ____________________

____

____

I would welcome the opportunity to talk with you and will be available during my conference period each day from __________ to __________. You may call __________ to arrange an appointment.

Instructor's Signature ____________________

Please sign and return to ____________________

Parent's Signature ____________________

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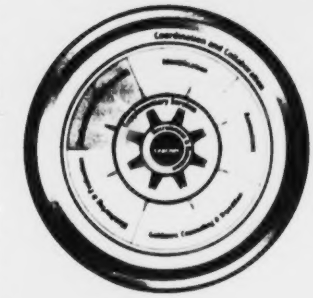
Section H: Systemic Professional Development



Many policymakers and legislators recognize that a high-quality CTE program requires career-long professional development. In order to lead the reform efforts intended by Perkins III and to include and integrate all learners in quality CTE programs, all personnel working with special populations learners need to be offered extensive professional development experiences. Such experiences should be tied directly to the emerging student performance standards and be continuous and site-based with broad input in the planning.

Smylie and Conyers (1991) contend that rapid changes in the characteristics, conditions, and learning needs of learners will continue; that knowledge about teaching and learning will continue to expand dramatically; and that educational entities will face ongoing pressures for accountability and reform. They conclude that "these conditions will create unprecedented demands for the development of instructors' knowledge and skills" (p. 12).

Professional development is a necessity for personnel working with special populations to meet expanding needs.

Professional development is a bridge between standing "here" and being able to move every learner to achieve high standards and performance measures. To promote movement in the desired direction, both preservice and inservice professional development requires partnerships among schools, higher education institutions, and other appropriate entities. Professional development works best when it is part of a systemwide learning community inclusive of all staff.

Professional development is a bridge between standing "here" and moving to "there."

The ultimate goal of professional development is to prepare and support educators to help all learners achieve the high standards of learning and development (OERI, 1995).

Professional Development Tip: Develop a professional development mission statement with staff in your agency.

Dr. Will Leinicke of the Illinois Professional Development Partnership Center in Bloomington, Illinois, similarly observes that "the point of engaging in professional development is to improve the ability to practice a profession, to add value to the work itself (or team), and to add value to the organization. In short, professional development optimizes the performance of the individual, the work, the work group, or the organization. In the workplace, knowledge is meaningless until it is used. Performance is the issue. Professional development, then, is anything that improves the ability of staff to effectively, efficiently, and appealingly apply their skills and knowledge to accomplish the work at hand." (Leinicke, September 2000)

Checklist for Effective Professional Development ✔

- All members of the school community are included in professional development with a special emphasis on equipping instructors with updated, frontline information.
- Individual and collaborative methods of professional development are integrated with continuous improvement efforts.
- Professional development is ongoing as opposed to a "one-shot" approach.

- Planning is done collaboratively with those who are participating in professional development.
- Substantial time and resources are made available to participants.

Continuous Professional Development

Time is ripe for change.

The challenge, then, is how to effectively plan and implement professional development that fits the complexity of the task. High standards for learners and the climate and needs of individuals and the educational entity must be considered. Clearly, professional developers/facilitators need to be artists with skill and flexibility who . . .

- understand the information regarding the interrelatedness of systems.
- cooperate to build collaborative environments.
- assist with the creation of goals and objectives that relate to the whole,
- facilitate the examination of the basic operating beliefs and attitudes of the organization.
- use all the methods and techniques available to plan and move for change.

New special populations personnel should . . .
- *be flexible.*
- *collaborate.*
- *be involved in the professional development planning.*

Checklist for Effective Professional Development Planning

- Desired goals/outcomes are clearly defined.
- Approaches to professional development are systemic and holistic.
- Commitments to quality standards are consistent from staff members at all levels.
- Involvement from broad numbers of individuals and stakeholders in the planning process is evident.
- Resources that support professional development are continuously evaluated.
- Measurable indicators of continuous improvement and/or success are designed.
- Methods for professional development follow-up are arranged prior to the session or included concurrently.

Effective Practice for Professional Development

The Special Populations Coordinator provides inservices related to all services and supports for special populations. The Special Populations Coordinator provides technical assistance and identification of adaptive vocational/technical materials, consultation for special populations learners, and coordination of services.

Contact Information:

Wanda E. Murphy-Fulford
Special Populations Coordinator
Bloom High School
101 W. Tenth Street
Chicago Heights, IL 60411
(773) 755-1122
Fax: (773) 755-1149

Guidelines for Planning Effective Professional Development

A number of authors in the area of professional development, organizational learning, and performance improvement have addressed this issue. Among the best known (or at least most current) are Geary Rummler and Alan Brache (1995) who identify six areas into which performance improvement needs to fall. Engaging in activities that affect any of these six areas can produce performance improvements. Engaging in those activities in a deliberate, systematic manner is professional development.

Rummler and Brache's (1995) six areas are as follows:

1. Do people know what they need to do? (Clear performance specifications)
2. Do they have sufficient resources, clear signals and priorities, and a logical job design?
3. Are there positive consequences for doing what they are supposed to do?
4. Do they receive feedback that lets them know if they are doing the job correctly?
5. Do they have the necessary knowledge and skills to do the job?
6. Do they have the physical, emotional, and mental capacity to do the job?

How can professional development be effectively planned and implemented? Stephanie Hirsh of the National Staff Development Council says professional developers can do it best collaboratively. The method is to take the systems approach of looking at goals for the entire LEA, examine the basic operating belief and attitudes of all effected groups and individuals, and move for change from the context. The process must involve all individuals if the change is to be authentic. A summary of the steps as she presents them is listed below:

Guiding principles for professional development

- Tie professional development plans to district/regional/state purposes and goals.
- Enlist broad-based participation in the planning process.
- Make decisions by consensus among planning team members.
- Retreat to neutral, relaxed settings to plan, if possible.
- Examine fundamental beliefs rigorously.
- Analyze both national trends and internal strengths and weaknesses carefully.
- Determine where participants are in the change process. (Refer to Chart 4-ZZ: How Fast Can We Expect Change?)
- Establish measurable accountability objectives.
- Decide the form of professional development which will be most effective.
- Plan for team update sessions as needed.

Adapted from Hirsh (1993).

Advocacy for the various special populations continues to be critical in assuring that learners' needs are met. Individuals who are knowledgeable about special populations and the support services necessary to ensure

Professional Development Tip: Collaboratively design a professional development plan in alignment with your system goals, the professional development mission statement of your agency, and State initiatives. Facilitate the determination of each individual's role within the plan.

learner success in CTE programs can best provide this advocacy. Conducting professional development activities for all service providers related to the individual needs of special populations learners is essential.

Professional Development Tip: Discuss the needs of learners in your LEA who need advocacy. What advocacy groups are available to assist? What more can be done?

Topics for Professional Development Activities

- Legislation affecting special populations
- Integrating and working with special populations in the classroom,
- Supporting individuals enrolled in courses leading to nontraditional careers and/or training
- Work-based learning
- Integration of curriculum
- Interpersonal skills
- Critical thinking
- Cooperative learning
- Teamwork
- Identifying and/or developing special instructional materials
- Adapting existing instructional materials for CTE programs
- Local, State, and federal resources pertaining to workforce development
- Adaptive equipment
- Assistive devices and new technology that should be available to learners with disabilities
- Public relations and marketing activities for programs and services
- Activities/strategies for training community members and business and industry representatives
- Methods for learning from/with the community

The U.S. Department of Education's principles for high-quality professional development are restated and included in the awards criteria. The specific wording of the principles is provided below:

Professional Development Tip: Ask personnel to share their best effective practices for supporting learners.

High-Quality Professional Development

- Focuses on teachers as central to student learning, yet includes all other members of the school community.
- Focuses on individual, collegial, and organizational improvement.
- Respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community.
- Reflects the best available research and practice in teaching, learning, and leadership.
- Enables teachers to develop further expertise in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards.
- Promotes continuous inquiry and improvement embedded in the daily life of schools.
- Is planned collaboratively by those who will participate in and facilitate the development.
- Requires substantial time and other resources.
- Is driven by a coherent long-term plan.
- is evaluated ultimately on the basis of its impact on teacher effectiveness and student learning, and this assessment guides subsequent professional development efforts.

Clearly, the implications for professional developers/facilitators are many. The best way to succeed, however, is to proceed. The chart forms provided here will help guide the process. They are taken from the North Central Regional Educational Laboratory's (NCREL) *Professional Development: Learning from the Best*, a toolkit for schools and districts based on the National Awards Program for Model Professional Development. The Action Planner guides the process and is supported by the Action Planner Tools:

The best way to succeed is to proceed.

- Chart 4-TT: Action Planner: Organizers' Checklist is an extensive list of the elements to consider in all areas.
- Chart 4-UU: Action Planner Tool 1: Needs Assessment: Student Learning Goals Versus Actual Performance gives a form on which to chart the gaps between these two.
- Chart 4-VV: Action Planner Tool 2: Needs Assessment: Instructor Skill/ Competence Versus Actual Performance gives a form on which to chart the gaps between these two.
- Chart 4-WW: Action Planner Tool 3: Align Educational Goals provides space to chart local district goals (use the LEA or system appropriate here) and moves from there through several groups' goals to individual goals.
- Chart 4-XX: Action Planner Tool 4: Implementation Planner can be used by/for individuals, learning teams, or groups at large to plan learning, resources, and transfer of learning.
- Chart 4-YY: Step-by-Step Actions is a list published by the U.S. Department of Education which supports the principles listed previously and, when used, ensures that important components are adequately included in any professional development plan.

The Action Planner guides the process of planning aligned professional development.

Resources:
National Staff Development Council Website: *This website contains selected articles from* the Journal of Staff Development, *a well-respected journal devoted to issues surrounding staff training and preparation. It includes assessment instruments and suggestions (www.nsdc.org).*

U.S. Department of Education's Teacher Quality Website includes information about the National Awards Program for Model Professional Development (www.ed.gov/inits/teachers/teach).

Following an action planning process such as the one provided here will help the developers/facilitators to implement a strong, sustainable professional development program that proactively drives the achievement of student learning goals.

The Leader's Role in the Learning Organization

"Learning organizations are the reality for the 21st century," says Peter Senge (1990), author of *The Fifth Discipline.* Leaders for learning organizations are being trained to think and act in the new ways to bring about change. In sharp contrast to leaders in the fixed, top-down style of traditional organizations, learning organization leaders recognize that organizations are live organisms that are integral parts of larger systems. Partnerships are formed both inside and outside the organization to powerfully implement a clear and integrated mission.

Think and act in new ways.

The concept of "spooning in the medicine" does not motivate or inspire either consumers of education or the educators themselves. In the context of the rigors of reform, professionals should be encouraged and enabled to assist with the design of their own development. Although this is not a new concept, relatively little guidance and support exists for LEAs whose leaders value and encourage varieties of professional development at multiple levels and in multiple settings. As previously noted, professional development should be intentional, active, and reflective. The growth should occur for both individuals and organizations. Leinicke notes, "In many models in use today, professional development often takes the form of a facilitated process that guides the practitioner through analytical steps which build new knowledge from within the group, rather than having it imparted from an outside expert. It can easily be concerned with practice and application of already known skills to new situations. And, most importantly, it can involve examining the context of the work and determining where the barriers to high performance exist so that they can be removed" (Leinicke, 2000). These thoughts imply that collaborative cultures must be built and that options for learning together and individually must be provided.

Resource:
"Just a Thought . . ."
(Professional Development Newsletter)
Contact Information:
Will Leinicke
Illinois Professional Development Partnership Center
Corporate Center East
2203 E. Empire
Bloomington, IL 61704
(309) 664-5498
E-mail: wleinicke@ilstu.edu

Developing Collaborative Environments

Collaborative cultures take time to develop. They cannot be forced—people will not be coerced into communicating. Trust can be built, however, and comfort can become a norm with planning and encouragement. Student and staff alike benefit from this kind of learning environment which makes the efforts worth the time and energy they take.

The following are some suggestions for building a collaborative culture:

- Provide regular time for staff members to share ideas and activities. Since common planning time is frequently problematic, consider peer sharing groups which meet during lunch or outside of school time.
- Construct school goals which encourage staff to plan crosscurricular or cross-grade-level activities.
- Encourage instructors to teach each other. When instructors attend conferences and workshops, provide time for them to share information.
- Facilitate opportunities for instructors to observe each other. Work with them on smoothing out the logistics involved to make this occur.
- Capitalize on problem-solving as a way for instructors to work together. Create an atmosphere which makes asking for help an acceptable practice.
- Celebrate successes—no matter how small. A collaborative culture occurs slowly with a series of small changes.
- Assess the collaboration process using a portfolio approach. Encourage individuals and groups to keep copies of success indicators in portfolios.

Adapted from Jakicic (1994).

Professional Development Tip: Celebrate the completion of your professional development plan!

There is no single formula for creating teams that work; however, Carol Scearce, a professional developer who helps to create them everywhere she goes, lists the following guidelines as fundamental to the process:

Strategic Planning helps us focus on the REASON FOR CHANGE rather than change for the sake of change.

- Build trust to overcome barriers to communication and learning such as criticism, name calling, threats, and moralizing.
- Create a mission to communicate the values and beliefs upon which the organization is based; and to encourage group focus, commitment, empowerment to act, collaboration, and quality standards.
- Discover leadership within the group to enrich and nurture both individuals and quality of learning.
- Establish roles and responsibilities for balance, security, and productivity.
- Decide on codes of conduct to keep the team functioning smoothly and efficiently.
- Manage meetings when it is necessary to share information or advice, solve problems or make decisions, and/or clarify issues or responsibilities.
- Give and receive feedback to reduce blind spots, which limit potential.
- Celebrate successes as an important vehicle to develop belonging, a spirit of "oneness," and commitment.

Adapted from Scearce (1992).

Take the time to team build!

Professional Development Tip: Incorporate team building activities into staff meetings.

Professional Development Learning Options

Collaborative environments lead to organic professional development, that learning which emerges from the culture working together to meet the challenges and the needs of the job. Several professional development options that may be helpful for professional developers' efforts as they creatively respond to their local needs are listed below. These options potentially provide flexibility, motivation, and relevance.

Professional development should be intentional, active, and reflective.

Learning Teams as a Professional Development Option

What They Are . . .

- They are groups of people who discipline themselves to accomplish a result.
- They are inclusive of stakeholders
- They are aligning themselves to function as a whole.
- They are enhancing the team's capacity to think and act in new synergistic ways, with full coordination and a sense of unity.
- They are open with their disagreements.
- They use their disagreements to make their collective understanding richer.
- They practice the art of conversation (i.e., skillful discussion). This means they strive to become aware of their tacit assumptions and beliefs that link what they see to what they conclude.

Learning Teams
- *Disciplined*
- *Focus on task*
- *Honest*
- *Process-oriented*

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. . . And Are Not

- They are not "team building."
- They are not there to build each other's skills.

The Benefits of Learning Teams

- Stakeholders are involved with decisions that are made and are partners in the process.
- The process of involvement produces transferable capabilities such as listening, thinking rationally, and acting for others' good.

The Process

- The team sets ground rules, such as no sidebar conversations, clarification on how decisions will be made, or time limits on talking.
- The team discusses how it will deal with violations.
- The team anticipates disappointments and honors the need to forgive when actions fail or turn out differently than expected.
- The team learns how to carry on a dialogue according to preset agreements.
- The primary focus after this initial phase is on the issues at hand.

The Professional Developer's Role

- This should be an outsider, since insiders have biases that keep productivity limited.
- If an insider is necessary to facilitate, that person should be as distant as possible from the team members and their political web.
- The developer/facilitator must have considerable knowledge of the processes and disciplines to be employed in order to achieve the goal.
- As the process continues, a cadre who can initiate, facilitate, and enable other teams should grow out of the group.

For more information, see Senge, Kleiner, and Roberts (1994), pp. 351-416.

Peer Coaching as a Professional Development Option

What Peer Coaching Is . . .

Peer Coaching
- *Confidential*
- *Benefit both*
- *Individualized*
- *Process-oriented*

- It is a confidential arrangement between peers which provides focused, on-the-job observation with feedback.
- It is a planned means to provide performance-related information and support to both new and experienced educators.
- It is process-oriented and individualized.
- It can be combined effectively with other forms of professional development such as group training sessions, cooperative learning groups, and panel discussions.
- It provides a means for professionals to examine and reflect upon what they do in a psychologically safe environment.

. . . and Isn't

- It is not an evaluation or certification of effectiveness.
- It does not mean learners are on their own at the "mercy" of a critical other—peers are carefully trained and matched to helpfully assist each other reach self-determined goals.

The Benefits of Peer Coaching

- Staff members are actively involved in the immediate application of practices and concepts to be learned.
- It reduces educator isolation.
- It promotes the transfer of skill training to the workplace.
- It provides both verbal and tangible support for new educators as they learn the norms of professionalism.

Forms and Types of Peer Coaching

- *Mirroring* – The coach records but does not interpret the observed actions.
- *Collaborative coaching* – The observer collects data and helps to analyze it.
- *Expert coaching* – The observer gives feedback to help the professional learn or refine particular skills.

The Basic Process

- *Preconferences* – Those being observed explicitly describe for the observers,
  - expected outcomes and behaviors.
  - strategies they plan to use.
  - concerns they have about the session.
  - desired focus for the observation.

- *Observations* – Coaches . . .
  - record in detail the data they observe as identified by the observed.
  - process the data according to agreement.

- *Postconference* – Coaches and those coached converse about what happened as opposed to what was planned:
  - The observer facilitates the analysis by using question prompt reflection.
  - The observed discusses what the observer did which helped or hindered the learning process.

The Professional Developer's Role . . .

- Provides information which serves as the content basis for the coaching.
- Identifies potential observation criteria and individuals who can give meaningful feedback.
- Locates resources for the information and/or skills being learned.
- Trains staff members for the process of coaching.
- Matches learners with a peer who has both the training for peer coaching and the needed skills or knowledge on the content.
- Plans opportunities for learners to compare process notes with others who are also doing peer coaching.

Adapted from Brand and Meek (1989).

Effective Practice for Coaching

The Peer Assistance and Review (PAR) program in Columbus, Ohio, is an example of teachers designing a strategy to ensure quality in the teaching force by negotiating a rigorous peer review system. PAR has two components: (1) the intern program for all newly hired teachers and (2) the intervention program for experienced teachers who are having difficulties in classroom teaching. (U.S. Department of Education, 1998d)

Mentoring as a Professional Development Option

Mentoring

- *Guidance with experience*
- *Safe to admit mistakes*
- *Respectful*
- *Accepting*

What Mentoring Is . . .

- It is guidance and nurturing for growth.
- It is a sharing of wisdom by someone who is knowledgeable in the field.
- It is a safe way to teach and to learn.
- It is respectful and accepting of honest not-knowing.
- It is a two-way practical opportunity to experience both giving and receiving of information on predetermined areas of learning.

. . . and Isn't

- It isn't critical or judgmental.
- It isn't a contrived or forced relationship.
- It isn't restrictive.

The Benefits of Mentoring

- Staff members are supported in achieving their goals.
- Mentorees (those mentored) are able to confront and overcome self-doubt and fear.
- Mentorees are able to interact as they are learning.
- The reinforcement of staff actions taken and the feedback for change are immediate.
- Creativity and various methods for accomplishing tasks can emerge.
- A clear understanding of the learning's relatedness to the entire system is more obvious.

Characteristics of Good Mentoring

- Supporting mentorees and their goals
- Telling others about the talents and successes of the mentorees
- Creating proper perspective and timely feedback by candid conversation (e.g., telling an overenthusiastic, talented mentoree that "it's not time yet")
- Exciting and encouraging others through example
- Bending of rules that stand in the way of progress, maybe even risking one's own reputation, if necessary
- Standing up for the mentoree

The Professional Developer's Role . . .

- Provides information which serves as the content basis for the mentoring.
- Identifies potential observation criteria and individuals who can give meaningful feedback.
- Locates resources for the information and/or skills being learned.
- Trains potential mentors for the process of mentoring.
- Matches learners with a mentor who has the needed skills or knowledge on the content.
- Plans opportunities for learners to compare process notes with others who are also experiencing mentoring.

Source: Chungliang and Lynch (1999)

Effective Practice for Mentoring

"Recognizing that beginning teachers need support, Delaware provides mentors for all beginning teachers and ties the mentoring program to professional teaching standards. These standards, developed by a group of more than 40 educators, administrators, teacher educators, and public representatives, and drawing heavily from the work of the National Board for Professional Teaching Standards, guide the preparation, induction, and continued professional development of all Delaware's teachers." (U.S. Department of Education, 1998d, p. 35)

Self-Directed Learning as a Professional Development Option

What Self-Directed Learning Is . . .

- It is a form of study in which learners have primary responsibility for planning, carrying out, and evaluating their own learning experiences.
- It is the most common method for adults to use as they gain new skills, ideas, and attitudes.
- Potentially, it is a valuable resource for a well-functioning staff and may provide a basis for adopting policy and curricular changes.

Self-Directed Learning:

- *Learners have primary responsibility.*
- *This is common when gaining new ideas.*
- *Can be a valuable staff resource.*

. . . And Isn't

- Being self-directed does not necessarily mean learning alone—individuals may enlist the help of others as they study a professional interest and apply its principles.
- It does not mean learners do not attend workshops or other group activities—they simply choose their resources to fit their needs.
- It does not mean that the learning is without an approved plan, objectives, and reporting procedures—in fact, it should be well-conceptualized and presented to appropriate supervisory staff well in advance.

The Benefits

- Staff members take personal responsibility for their own learning.
- Learning can be experienced independently and demonstrated to colleagues in the work setting.
- It may be used with staff at all levels, including paraprofessionals and administrators.

What a Learning Plan Typically Includes

- Learning objectives for knowledge, skills, and attitudes, developed in cooperation with the principal and a process supervisor, such as a professional developer
- Learning strategies and resources for each objective
- Specified evidence of accomplishment—what will be collected in the study
- A description of the evaluative criteria and a person designated to evaluate the criteria
- A time line

Questions to Ask When Developing an Individualized/Self-Directed Plan

- What is my goal?
- What are the benefits to me?
- What are the resources needed?
- What will prevent me from reaching my goal?
- With what persons or organizations do I need to connect?
- When will I be done?
- How will I know I achieved my goal?

Questions to Ask When Designing Action Activities for an Individualized/Self-Directed Plan

- What does the successful attainment of my goal look like to me?
- What measures have I included that will let me and others know I have achieved my goal?
- Is my goal important to me and to my organization?
- How will this benefit me?
- Have I identified and addressed the barriers that might prevent me from achieving my goal?
- Have I included all of the steps that I need to achieve my goal?
- Does my transfer plan address the ways in which I like and need to learn or acquire new skills?
- Have I thought of ways to compensate in case the training/learning event is not suited to my learning style?
- Have I given myself the opportunity to practice and nurture my new skills?
- How will I be rewarded by my organization or by myself for achieving my goal?
- Have I set up a goal attainment process that will be an enjoyable and enriching learning experience for me?

Questions contributed by Will Leinicke and Chris Francisco, Illinois Professional Development Partnership Center, Bloomington, Illinois.

The Professional Developer's Role . . .

- Provides information which would be the basis for the study.
- Searches for general content information and specific strategies which could be used.
- Identifies potential evaluation criteria and people who could give meaningful feedback.
- Trains administrators or staff members who can facilitate the process of planning, implementing, and evaluating the learning.
- Matches learners with process facilitators—either yourself or another who has been trained.
- Plans opportunities for individuals to meet in teams with others who are doing self-directed learning projects.

Adapted from Caffarella (1993).

Presenting as a Professional Development Option

What It Is . . .

- It is a learning opportunity for the presenter.
- It is a confidence builder for the presenter.
- It is a quick way for an audience to get factual information.
- It is convenient for large groups wanting to learn.

Presenting:
- *Learning opportunity*
- *Confidence builder*
- *Convenient*

. . . And Isn't

- It is not involving of an audience unless the presenter is well-prepared and compelling.
- It is not interesting if the presentation does not relate to the audience.
- It is not informative if the presenter is not well-organized.

The Process Should Include . . .

- focusing on the topic to reflect audience needs.
- checking out and moderating personal expectations with those expectations which participants bring to the experience.
- assuring an environment appropriate for adult learners.
- planning ways for the groups to discover things about each other that can contribute to interaction during and following the workshop.
- assuming that most of the people present have something to contribute.
- not forcing people to participate. Do not call on anyone who doesn't seem to want to respond.
- encouraging participants to reflect on the experience and verbalize learning.
- modeling behaviors expected of participants such as individualizing activities when desirable and listening in nonjudgmental and nonpatronizing ways.
- avoiding the use of acronyms and technical terms unfamiliar to audience.
- asking for feedback.
- providing follow-up suggestions and possible next steps.

A sixty minute Workshop or Presentation
Intro = 8 minutes
Body = 48 minutes
Closing = 4 minutes

A Rule of Thumb

- Introduction and closing should take 20% of the time, with the introduction being two times longer than the closing.
- Body of the presentation should take 80% of the time.

The Professional Developer's Role

- Discusses evaluation criteria and methods with the presenter.
- Arranges the seating to maximize active response from the audience.
- Arrange all details of the meeting.
- Is available to the presenter and the audience, facilitating the ease of all concerned.
- Is prepared with introductions and closings as necessary.
- Follows up the session appropriately with next steps.

Adapted from the work of Carol Scearce, President, Enlightening Enterprises, Atlanta, Georgia.

Several community colleges have become involved in various activities to improve learners' abilities to perform college-level work and succeed in a college environment before the learners leave high school. In some instances, this type of collaboration takes the form of professional development programs to ensure that high school instructors and counselors are aware of the skills and knowledge their learners will need to succeed. In other instances, colleges are working directly with high school learners.

Professional Development Tip: Plan times for sharing of individual learning. Relate each sharing to the system goals, the agency professional development mission, and State initiatives.

Suggestions for Ensuring Participation in Professional Development

- Provide incentives for participating in professional development activities.
- Arrange professional leave to visit other school sites.
- Plan options, such as substitute instructors, for releasing instructors and other professionals for professional development.
- Recruit classroom aides to assist with professional development activities.
- Offer summer stipends to attend graduate training courses.
- Provide access to and training on the use of state-of-the-art technology and equipment. (Visher & Hudis, 1999, p. 37)

Belief systems, perceptions, experiences, and the feelings associated with them, are part of the reality of human experience. They can be challenging to change, since all of them affect our self-concept, self-instructions, and self-reinforcement. When involved in the change process, a certain amount of resistance can be anticipated. Chart 4-AAA: How Fast Can We Expect Change provides a list of the five levels of change that individuals can expect from themselves and others, moving from the awareness stage through adoption of the required or desired change.

Strategies for Effective Professional Development Leadership

- Use a regional seminar approach to train participants in learner-centered planning and local planning for systems change.
- Provide training for instructors, employers, mentors, counselors, and others, including specialized training and technical support personnel for the counseling and training of women, minorities, and individuals with disabilities for high-skill, high-wage careers in nontraditional employment.
- Coordinate with similar training and technical support under related laws (i.e., ETC, Goals 2000, WIA, ESEA, HEA, etc.).
- Conduct professional development activities related to the individual needs of special populations learners for CTE instructors, special education professionals, instructors of developmental courses, instructional assistants/paraprofessionals, mentors, tutors, counselors, and administrators.
- Maintain appropriate professional materials and resources.
- Conduct professional development activities related to identifying and/or developing special instructional materials or adapting existing instructional materials for CTE programs.
- Disseminate information concerning equipment, assistive devices, and new technology that should be available to learners with disabilities.
- Promote public relations and marketing activities for programs and services.
- Provide training, as requested, to community members and business and industry representatives.

Effective Practice for Professional Development

Three Northern Education for Employment Systems and Education to Careers Partnerships are collaborating with Oakton Community College to sponsor over 70 different professional development programs for K-14 personnel during the summers. The program, which is called Teacher Treks, is a one-day opportunity for a group of instructors, counselors, and administrators to visit business/industry sites in the Chicagoland area. The visits provide opportunities for participating educators to learn more about careers for learners, to gain "real-world" examples to incorporate into the curriculum, and to tap into the professional and technological expertise of employers. Participants are required to submit evaluations which include the development of an activity that incorporates the information gained from the trip into an instructional strategy. Each educator who completes the tour and submits the follow-up evaluation receives a stipend of $100.00.

Continued on next page.

Effective Practice for Professional Development (cont.)

Past tours have included the following:

- Talking to engineers, sales, and customer service representatives in the plastic world at Plastic Corp.
- Visiting cutting-edge technology business/industry manufacturers such as Weber Marking Systems, Lucent Technologies, and Chicago Manufacturing Center.

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Chart 4-TT
Action Planner: Organizers' Checklist

Instruction: Use this checklist to plan your organizing steps and meetings.

Step One: Designing Professional Development

1. Include professional development participants and organizers in the professional development design process.
   - ☐ Decide who should be involved in the initial PD design work team.
   - ☐ Decide what role other stakeholders will have in PD design, both initial and ongoing.
   - ☐ Invite/notify stakeholders to participate in PD design.
   - ☐ Determine leadership roles for the PD design working team.
   - ☐ Determine the process for the PD design working team: When should you meet? Who will schedule meetings? What do you need in advance, and who will provide it? Who will collect and distribute additional agenda items and supporting material? Are standing meetings mandatory? What happens if someone cannot attend? Who will "facilitate" the meeting to ensue that you prioritize and get through all critical agenda items? How will you make decisions—by consensus, vote, or other? Under what circumstance will you make decisions outside of group meetings? How? Who is responsible for communicating decisions to those who cannot participate? What will each of you do when a decision or action with which you disagree is made without your participation? Other issues?
   - ☐ Create a standing agenda for all PD working team meetings, including updates on work in progress, new issues/problems, identification of preparatory work for next meeting communication (who needs to be informed of decisions made in this meeting), and documents from this meeting that need to be saved in the main file.

Make a clear plan that includes the following:

a. How professional development supports the school/district's long-term plan
   - ☐ Review existing educational goals for the school, district, and state.
   - ☐ "Map" district and school educational goals to ensure that they are linked.
   - ☐ Make a plan for linking team and individual classroom educational (not PD) goals to school goals in the future, including who will ensure linkages, when, and using what tools, and who will review and approve the goals.

b. A professional development needs assessment process
   - ☐ Plan and implement a needs assessment process.
   - ☐ Choose comparison groups.
   - ☐ Choose sources of data, both existing and customized.
   - ☐ Develop tools as needed to gather data.
   - ☐ Gather data.
   - ☐ Complete a summary of student needs after student assessment is complete.
   - ☐ Plan an instructor/staff needs assessment process.
   - ☐ Identify expert sources to assist with staff needs assessment, if required.
   - ☐ Identify staff skills/competencies needed to close student achievement gaps.
   - ☐ Identify the actual skill/competency level of staff.
   - ☐ Complete a summary of your staff's gaps and strengths after assessments are complete.

c. Professional development goals
   - ☐ Create professional development principles.
   - ☐ Create professional development objectives (specific goals).

Chart 4-TT (continued)

d. Professional development content, process, and activities
  - ☐ Plan a process for selecting PD content and activities at each organizational level (individual staff, team, school, district).
  - ☐ Complete the following task for each organizational level:
    - ☐ Identify specific PD content required to meet each PD goal.
    - ☐ Identify potential activities to learn PD content.
    - ☐ Research potential activities.
    - ☐ Select activities at each organizational level.

e. Research that supports the chosen content/process for professional development
  - ☐ Include research into best practices in the initial PD design.

f. Resources available to support professional development
  - ☐ Identify sources and uses of financial resources.
  - ☐ Identify needs and sources of experts for each selected PD activity.
  - ☐ Identify needs and sources of expertise for PD design, implementation, and evaluation processes as needed.
  - ☐ Identify needs and sources for PD-related facilities.

g. Professional development evaluation steps
  - ☐ Identify success measures for each PD goal and each supporting activity.
  - ☐ Identify data sources and gathering method for each measure.
  - ☐ Plan a process for reporting evaluation findings.
  - ☐ Determine who will lead the process for making PD improvement.

Share the plan.

- ☐ Make a plan for ongoing communications with the school community, including information about the initial PD plan.

Step Two: Implementing Professional Development

- ☐ Stay abreast of and incorporate best practices into teaching, learning, and leadership.
- ☐ Make sure school/district policies and practices support actual PD implementation for staff in schools.
- ☐ Identify critical factors for successful implementation into your school/district.
- ☐ Identify an ongoing process for ensuing successful implementation and problem solving.
- ☐ Ensure the resources remain available to organize and implement PD.
- ☐ Identify opportunities to make PD part of everyday school life; revisit periodically to improve.

Step Three: Evaluating and Improving Professional Development

- ☐ Ensure implementation of the evaluation plan.
- ☐ Schedule time to review and improve the evaluation process after the first round of evaluation improvement.

Step Four: Sharing Professional Development Learning

- ☐ Keep records of PD decisions to guide future decisions.
- ☐ Keep implementation materials organized and available to others.

Source: NCREL (1999), pp. 5-7

Chart 4-UU
Action Planner Tool 1
Needs Assessment:
Student Learning Goals Versus Actual Performance

Instructions: Fill in the name(s) of the person(s) completing the tool and the date of the final version. Indicate the level of planning (e.g., individual, team, school, or district). In column one, list major student learning (not PD) goals at this level. In column two, make a note of actual student performance indicators from your needs assessment or evaluation sources. In the third column, indicate whether each student learning area is a gap or strength.

Name(s)____________________________________ Date ______________________

Organization Level (check one):

Student Learning Goals	Actual Student Performance Indicators	Gap or Strength?
Example: Elementary school: School-level goal was that 75% of students in third and sixth grade get score of 4 or above on state test; improve or maintain scores of all students.	Example: Mid-year pretest: 70% of third and 78% of sixth graders scored >4; same students last year, 45% third and 37% sixth missed targets. Overall, 80% maintained or improved over last year. Of those who declined, 75% (or 15% of overall) were classified as "gifted."	Example: Third-grade gap in % meeting target. Schoolwide gap for top-performing students.

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Source: NCREL (1999), p. 22

Chart 4-VV
Action Planner Tool 2
Needs Assessment:
Instructor Skill/Competence Versus Actual Performance

Instructions: Fill in the name(s) of the person(s) completing the tool and the date of the final version. Indicate the level of planning (e.g., individual, team, school, or district). In column one, list major student learning gaps (see Action Planner Tool 4). In column two, indicate the skills/competencies that staff members need most to close each student learning gap. In the third column, indicate how skilled staff members are using data from your needs assessment and follow-up discussions. (**Note:** Answers for column three may vary for different groups such as new and veteran instructor.) In the last column, indicate whether each instructor skill/competence is a gap or strength. For staff strengths, put a note on a later meeting agenda to discuss organization barriers that prevent staff from improving student learning results.

Names(s) ______________________________ Date ____________________

Organization Level:

Student Learning Gaps	Staff Skills/ Competencies Needed	Actual Staff Performance	Gap or Strength?
Examples:	Examples:	Examples:	
	Techniques for instructing gifted readers	According to a survey, instructors use the same content for gifted and average readers	Gap
Schoolwide reading progress gap for top-performing students.	Skills for motivating and influencing gifted students	A student survey reveals that 70% of gifted readers were bored with the material; it seems that staff members didn't know how to motivate gifted students	Gap
	Techniques for identifying slowed progress early	No structure in place for staff to identify student slippage early	Gap

Source: NCREL (1999), p. 23

Chart 4-WW
Action Planner Tool 3
Align Educational Goals

Instructions: Fill in the name(s) of the person(s) completing the tool and the date of the final version. In the left column. list major district educational (not PD, e.g., student learning, Illinois Learning Standards) goals that your school will actively support. In the next column, list your school's educational goals and ensure that they align with the district's goals. As you plan your goals for staff teams and individual staff members, ensure that the goals support at least one goal of the next largest entity (e.g., each team educational goal supports at least one school goal).

Name(s) ______________________ Date ______________

Individual Educational Goals (Align with School/Team goals)	Team Educational Goals (Align with School Goals)	School Education Goals (Align with District Goals)	District Educational Goals
Example: Raise scores of the five special populations students in my class who barely missed target last year; maintain or improve others (individual instructor).	Example: 75% in ___ programs get scores greater than ___ on State tests, maintain or improve all students over last year (reading instructional team).	Example: 75% of students in CTE programs get a score of ___ or above on state test; improve or maintain scores of all students.	Example: Improve the reading and math levels of all students.

Source: NCREL (1999), p. 17

Chart 4-XX
Action Planning Tool 4
Implementation Planner

Implementation Success Action	Critical Steps
Stay abreast of and incorporate best practices into teaching, learning, and leadership.	☐ Identify specific, manageable topic areas for ongoing research. ☐ Make an action plan for conducting ongoing research in each area. ☐ Make an action plan for reporting back and incorporating new ideas.
Ensure that school/district/community college policies and practices support actual PD implementation for staff in schools.	☐ Identify current and potential policy barriers to implementing the PD plan. ☐ Identify potential solutions to barriers. ☐ Make an action plan for desired changes. ☐ Include new barrier identification and problem solving as a regular agenda item.
Ensure the resources remain available to organize and implement PD.	☐ Make a list of current sources of funds, expertise, and facilities. ☐ Make an action plan for meeting the goals and needs of current resources (funders, volunteers, etc.) to increase the chance of future assistance. ☐ Identify potential new sources of funds, expertise, and facilities. ☐ Make an action plan for researching and obtaining assistance from new sources.
Make PD part of everyday life at school.	☐ Identify opportunities to make PD part of everyday life, including regular time for PD, integrating PD into teaching and school management, and developing visible cultural symbols of support for PD. ☐ Identify barriers to making PD part of everyday life. ☐ Identify solutions to barriers. ☐ Create an action plan for making changes to incorporate PD into everyday life.
Other implementation success actions for your school or district	

Source: NCREL (1999), p. 63

Chart 4-YY
U.S. Department of Education Award Criteria and Step-by-Step Actions

Professional Development Activities	Model Professional Development Award Criteria
Designing Professional Development ► Include participants and organizers in the professional development design process. ► Make a clear plan that includes . . . • How professional development supports the school/district's long-term plan. • A professional development needs assessment process. ► Professional development goals, including . . . • Improving all students' learning. • Improving instructor effectiveness. • Setting high standards for teachers. • Promoting continuous staff learning. • Enhancing staff intellectual and leadership capacity. ► Professional development content, process, and activities. ► Research that supports the chosen content/process for professional development. ► Resources available to support professional development. ► Professional development evaluation steps. ► Share the plan with the school community.	► The plan includes a clear description of the infrastructure, content, and process components of professional development. ► The plan describes specific content, instructional strategies, and learning activities that are designed to reach the professional development goals. ► The plan includes a continuous process for ensuring that the school community understands how the professional development components fit together and connect to the overall school or district improvement plan. ► The professional development design includes a comprehensive evaluation. ► Professional development goals are clearly stated. ► Expected changes in teaching and student learning, which should result from broad participation in professional development, are stated. ► Professional development goals focus on improving all students' learning. ► Professional development goals are based on needs assessment. Professional development goals are part of a long-term school improvement plan. ► Professional development goals and outcomes focus on increasing instructors' expertise in teaching to high standards. ► Professional development goals were developed through an inclusionary process. ► The professional development plan meets U.S. Department of Education principles.
Implementing Professional Development ► Stay abreast and incorporate best practices into instruction, learning, and leadership. ► Make sure school/district policies and practices support actual professional development implementation for staff. ► Ensure that resources remain available to organize and implement professional development. ► Make professional development part of everyday life at school.	► Professional development activities reflect the best available research and practice in instruction, learning, and leadership. ► Organizational structures support the implementation of professional development activities on the individual, collegial, and organizational levels. ► Sustained resources (e.g., human, fiscal, and technological) are committed to support the professional development plan. ► Professional development is integral to the school culture and promotes continuous inquiry and improvement.
Evaluating and Improving Professional Development ► Use professional development design goals to determine evaluation measures and standards for success. ► Clarify who is accountable for collecting, analyzing, and reporting data for facilitating "professional development next steps" decisions. ► Use evaluation findings to make improvements in professional development.	► The school/district has a process for monitoring and documenting the alignment of the school improvement plan(s), professional development activities, and instructor and student outcomes. ► The data collected are used to make appropriate programmatic adjustments to professional development. ► The data collected provide evidence that the professional development activities have led to improved instruction.

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Chart 4-YY (continued)

Professional Development Activities	Model Professional Development Award Criteria
Evaluating and Improving Professional Development (continued) ► Ensure that evaluation criteria include at least . . . • Improvement in teaching. • Improvement in student learning. • Narrowing of student achievement gaps.	► The data collected provide evidence that the professional development activities have led to improved student learning. ► The data collected provide evidence that the professional development activities have led to narrowing student achievement gaps.
Sharing Professional Development Learning ► Document your decisions clearly. ► Keep implementation materials organized and available to others.	► The school/district has an adequate description of the program and its components that would be useful to other schools and districts. ► The school/district states ways in which others could benefit from what it has learned about professional development.

Source: Cited in Hassel (1999).

Chart 4-ZZ
How Fast Can We Expect Change?

Adoption – the levels through which a person moves from first hearing of a new idea until it is fully implemented.

Level 0	**Unconscious** – when the person has no knowledge of the proposed idea. They don't know! They don't know!
Level 1	**Awareness** – when the person has heard of the new idea but has not "made sense" of it or connected the information to something meaningful. The idea is simply "floating" around in his or her head. There is no action at this level.
Level 2	**Interests/Information** – when the person seeks out information about the new idea and begins to make connections between this idea and prior knowledge or future desires. The person reads, ask questions, and attends informational programs.
Level 3	**Evaluation/Application/Decision** – when the person makes a mental application of the new idea to his or her present or future situation and decides if the idea is worth acting on. **Note:** This is an at-risk level because misperceptions and negative rumors can easily kill the idea at this stage. Pay close attention to what people are saying—verbally and nonverbally—and correct misperceptions as soon as possible.
Level 4	**Trial** – when the individual uses the new idea on a small scale to determine if it will work. **Note:** If the trial fails, recovery and successful implementation of the idea is going to be difficult. Make every effort to ensure success of the trial effort.
Level 5	**Adoption** – when the person uses the new idea on continuing and full-scale basis. In addition, the person will fight to maintain the change. New habits have formed. The person is so committed to the idea that he or she will fight to maintain the change. For permanent change in an organization, the leader must strive to move 20% of the people to this level as quickly as possible. This increases the potential that a momentum will be created which will facilitate a more rapid change. The change level of adoption can never be mandated! People must implement the idea because they see value in it or believe in it. As long as the mandate exists, it is not possible to determine if the change has moved to level 5.

Adapted from the work of Bill Blokker, Ed.D., Professional Development Institute, 10724 26th Drive Southeast, Everett, WA 98208, (206) 745-3029.

Roanoke
Secor
Mackinaw
Congerville
Carlock
Danvers
Bloomington
Stanford
Funks Grove
Shirley
McLean
Heyworth
Waynesville
DE WIT
Hallsville
Beason

Chapter V

CROSSWALK WITH OTHER INITIATIVES

A. Legislation Ensuring Quality Education and Equal Opportunity for All
B. Common Themes and Interface of Educational Reform Laws
C. Models of Continuous Improvement
D. The New American High Schools: Strategies for Supporting Educational Reform

Merging Lanes

CHAPTER V

Crosswalk with Other Initiatives

Collaboration is crucial.

No single piece of legislation, in isolation, can provide all necessary resources to meet the individual needs of learners. Collaboration among appropriate agency personnel responding to various initiatives is crucial in order to meet the needs and achieve successful outcomes for learners. Rather than operating in isolation, related laws advocate coordination to create high-quality systems to serve all learners.

This chapter of the guidebook addresses ways in which Perkins III and other educational reform legislation and initiatives relate to one another. Section A addresses the provisions for members of special populations to ensure equal opportunities and quality education for all. Section B describes the common themes and interface of the educational reform laws. Section C outlines the Illinois School Improvement Planning and the Baldrige Criteria as models of a continuous improvement process which, when used well, can help to integrate all legislation and unify the goals and activities into a seamless system. Section D provides strategies from leading reform schools called the New American High Schools for bridging various initiatives and exercising the flexibility of the federal legislation to support educational reform. Summaries of the major laws and state initiatives are provided to illustrate the common themes of educational reform—quality, accountability, flexibility, and high standards—in Appendices.

The following laws and initiatives can provide powerful tools to assist members of special populations in becoming full participants in all aspects of society. The relevant legislative documents or initiatives discussed in this section include the following:

- Section 504 of the Rehabilitation Act of 1973 (P. L. 103-227)
- The Americans with Disabilities Act (ADA) of 1990 (P. L. 101-336)
- Individuals with Disabilities Education (IDEA) Act (P. L. 94-142)
- Goals 2000: Educate America Act (Goals 2000) (P. L. 103-227)
- Elementary Secondary Education Act (ESEA): Title I
- School-to-Work Opportunities Act of 1994 (P. L. 103-239) and the Illinois' Education-to-Careers Initiative
- Workforce Investment Act of 1998 (P. L.105-220)
- Quality Assurance and Illinois School Improvement Planning Initiative
- Malcolm Baldrige National Quality Criteria

Chart 5-A: Legislative Summary of Core Indicators

The key legislative pieces related to core indicators of Perkins III, WIA, and STWOA are listed in Chart 5-A: Legislative Summary of Core Indicators.

Section A: Legislation Ensuring Quality Education and Equal Opportunity for All

Perkins III and related educational reform laws are intended to create high-quality systems, ensuring that all members of society gain the necessary skills to participate in the workforce of the 21st century. Perkins III is part of the school reform movement committed to rigorous academic standards to prepare all learners for further education, training, and careers. Civil rights provisions apply to all other laws as described here.

Perkins III is part of the school reform movement.

Civil rights laws apply to all other laws.

Perkins III continues to support equitable participation, with the provision stated in Title III – Perkins General Provisions, Section 316. "Nothing in this Act shall be construed to be inconsistent with applicable federal law prohibiting discrimination on the basis of race, color, sex, national origin, age, or disability in the provision of federal programs or services." To ensure that programs and activities that receive federal financial assistance are following the civil rights laws, the Office for Civil Rights (OCR), in the U.S. Department of Education serves as a law enforcement agency and resource to answer questions pertaining to the following laws specific to certain populations:

Section 306: "Nothing in this Act shall be construed to be inconsistent with applicable federal law prohibiting discrimination on the basis of race, color, sex, national origin, age, or disability in the provision of federal programs or services."

- Title VI of the Civil Rights Act of 1964 (prohibiting race, color, and national origin discrimination)
- Title IX of the Education Amendments of 1972 (prohibiting sex discrimination)
- Section 504 of the Rehabilitation Act of 1973 (prohibiting disability discrimination)
- Age Discrimination Act of 1975 (prohibiting age discrimination)
- Title II of the Americans with Disabilities Act of 1990 (prohibiting disability discrimination by public entities, including public school districts, public postsecondary educations and universities, public career and technical schools, and public libraries, whether or not they receive federal financial assistance)

The civil rights laws represent a national commitment to end discrimination in educational programs. The laws are also aimed toward promoting the Department's mission of ensuring equal access to education and promoting educational excellence throughout the nation.

ADA and Section 504

Professional Development Tip:
- *Learn about ADA Law.*
- *Hold employers' workshop.*

Under ADA and Section 504, Perkins programs may have to make *reasonable changes and accommodations necessary to assist individuals with disabilities in meeting the essential requirements for admission and participation* (Ordover, Annexstein, Johnson, & Mack, 1999). In implementing Perkins programs, ADA regulations need to be considered. ADA bans the "use of eligibility criteria that screen out or tend to screen out an individual with a disability, or individuals with a particular kind of disability, from full and equal participation in programs, unless the criteria are necessary to the program" (Ordover et al., 1999, p. 40). Any set of "criteria or method of administration" that creates an unnecessary entrance standard that disproportionately excludes learners with disabilities from Perkins programs is unlawful. This law is applicable to business/industry and other outside agency partners who provide co-op, internships, apprenticeship, and work-based learning opportunities.

> ***Perkins programs may have to make reasonable changes and accommodations necessary to assist individuals with disabilities in meeting the essential requirements for admission and participation.***

Section 504 and the ADA address entrance criteria.

Section 504 and the ADA address *entrance criteria for individuals with disabilities* to ensure fair and equitable access to education, employment, public accommodations, and communications. Section 504 prohibits using entrance criteria that discriminate on the basis of disability. An entrance standard cannot disproportionately exclude learners with a particular disability, such as a hearing impairment, emotional disturbance, or visual impairment. According to the Section 504, any "entrance standard that has this kind of discriminatory effect may only be used if it has been validated as essential to participation in the program and there is no alternative that does not disproportionately exclude" (Ordover et al., p. 43).

Tests and other evaluation materials are considered valid when . . .

1. There is documentation, supplied by the test developer or research groups.
2. The tests successfully measure what they claim to measure.
3. They are used only for the specific purpose(s) for which they were developed.
4. They are administered in conformance with the instruction provided by the publisher.

(U.S. Department of Education/Office for Civil Rights, Investigative Guidance on Fairness in Testing, 1985, cited in Ordover et al., p. 44).

Professional Development Tip: Organize student workshops on how to self-advocate.

Individuals with disabilities are responsible for providing documentation of their disability to institutional representatives and employers and making appropriate requests regarding the services and adaptations necessary for success.

Institutional responsibilities include working with individuals with disabilities to identify and provide services and accommodations that ensure access to educational opportunities.

These civil rights laws ensure equity in system development for individuals with disabilities. All Perkins recipients are held accountable for equitable participation and quality outcomes for all learners. ADA and Section 504 provide guidelines to protect the rights of individuals with disabilities.

What aspects of the law are the responsibility of the institution?

IDEA

The 1998 Perkins Act continues the requirement that programs be coordinated with IDEA (P.L 94-142). IDEA can serve as a tool *to assist individuals with disabilities transition from school to work, and to ensure that all learners have access to high quality education*. The provisions of IDEA, such as a monitoring process and/or supplementary and transition services that include career development education, support the equity and quality mandates of Perkins III. IDEA requires a comprehensive evaluation of the learner's educational needs, and an annual review process with the parent, learner, and regular and special educators through the writing of the individualized educational plan (IEP). The IEP helps identify the services, and supports necessary for the learner to succeed in a "regular" career and technical education program. Perkins III expressly requires coordination with existing processes, personnel and services in place under IDEA. The Perkins Act states that Perkins funds may be used to pay for career and technical education services included in an IDEA learner's Individualized Education Plan (IEP) (Ordover et al., 1999, p. 44 and Carl Perkins Act, 1998).

Perkins funds may be used to pay for career and technical education services included in an IDEA learner's Individualized Education Plan.

What aspects of the law are the responsibility of individuals with disabilities?

Professional Development Tip: Be involved in the IEP process.

Administrators, counselors, and instructors should be aware of the 1997 IDEA amendments that place greater emphasis on successful transition for life after secondary education. According to the law, *individuals with disabilities need a written transition plan* in the learner's IEP by the time they reach age 16. The law requires that all learners with disabilities have an IEP that addresses instruction on post-school activities and individuals' courses of study by the age of 14. Career and technical education has served as an effective course of study for many learners with disabilities. To ensure equitable participation and success in career and technical education programs, Perkins funds are available for individuals who require services described in the IEP.

According to the law, individuals with disabilities need a written transition plan in the learner's IEP by the time they reach age 16.

The mandates in IDEA can assist Perkins administrators with tools for assessment, monitoring, and evaluation of support services needed for learners' participation. These nondiscrimination principles should be considered in assessments, test scores, and measurement of the

Professional Development Tip: Contact your Special Education Director.

Entrance standards may need to be modified for individual learners based on their particular needs, interests, and types of programs.

occupational and academic skills of special populations learners. Entrance standards may need to be modified for individual learners based on their particular needs, interests, and types of programs.

The similarity of the Perkins Act to IDEA, ADA, and Section 504 in providing equitable participation of individuals with disabilities in career and technical education programs and services is one example of how Perkins interfaces with other initiatives. Perkins also complements the provision in Title IX of the 1972 Educational Amendments and the Civil Rights Restoration Act of 1988, which specifically prohibits discrimination or denial of benefits on the basis of gender in areas such as admissions, recruitment, educational programs or activities, and athletics. The national priority on increasing enrollment and retention of learners in nontraditional training and employment underscores the importance of this particular civil rights act. The special populations status of individuals with limited English proficiency, displaced homemakers, and single parents speaks to Title IV of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, or gender (Ordover et al., 1999).

Section B: Common Themes and Interface of Educational Reform Laws

Beginning with the 1990 Carl Perkins Act, the direction of educational reform moved toward results, with the national mandate that states implement a statewide system of core standards and measures of performance (ISBE and ICCB, 2000). In response to the requirement to raise standards and incorporate more rigorous academics, Tech Prep was adopted as an initiative of the 1990 Perkins Act. Tech Prep was implemented as a four-year program of technology-related study that combines academic and career-technical courses and leads to an associate degree. Because Tech Prep encompasses the last two years of high school and two years of postsecondary education, it is often called a "2 + 2" apprenticeship (ISBE, on-line Tech Prep Site, 1999). Tech Prep demonstrates the success of an integrated, progressive curriculum through which learners can attain advanced technical skills and may earn postsecondary education credit. Another integral part of Tech Prep's success is the work-based learning component of the program. This component offers learners worksite learning and work experience to fully integrate academics and career and technical education and gain workplace experience and occupational skill mastery.

Tech Prep demonstrates the success of an integrated, progressive curriculum.

Learners gain workplace experience and occupational skill mastery.

From the beginning, Tech Prep contains components of the educational reform with focus on learner achievement; internships; work-based learning; secondary-postsecondary linkages; and partnerships among schools, businesses, and community. The updated 1998 Carl Perkins Act builds on the reform with increased accountability measures; professional development requirements for instructors, administrators, counselors; and a renewed focus on learner achievement for all.

Tech Prep provides the following:

- *Internships*
- *Work-based learning*
- *Secondary-postsecondary linkages*

Goals 2000: Educate America Act

To launch the national commitment for improving education and ensuring that all learners learn, the Goals 2000 Act was signed into law on March 31, 1994. The act provides resources to communities and states to develop improvement plans for educational entities that raise academic standards and align assessment, accountability, and professional development activities to provide every learner with quality education. This Act implemented the National Skills Standards Board to create skills standards for occupational clusters in technical and professional careers.

The Goals 2000: Educate America Act serves as an umbrella to fund systemic reform at the local and state levels and to provide a framework for organizing state- and federally-funded education programs (See Summary in the Appendices. Goals 2000 clearly outlines the educational goals for improving K-12 schools as listed below.

Goals 2000 funds systems reform.

- All learners in America will start school ready to learn.
- All learners will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English,

mathematics, science, foreign languages, civics and government, economics, the arts, history, and geography. Mastering these competencies will ensure that all learners learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy.

Professional Development Tip: Discuss these principles and develop strategies.

- The high school graduation rate will increase to at least 90%.
- United States' learners will be first in the world in mathematics and science achievement.
- Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
- Every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.
- The nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American learners for the next century.
- Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of learners.

Goals 2000 principles can apply to postsecondary institutions.

Although the above goals pertain to K-12 schools, they are clearly applicable to any program improvement, including postsecondary institutions. The framework and goals of Goals 2000 provide a common vision of quality education and steps for education reform. The overarching principle of Goals 2000 is implementation of aligned reform, that supports coordinated efforts across initiatives, agencies, personnel, and resources to promote achievement of all learners (USDE, 1995a, 1996a, 1996b).

Goals 2000 provides a national framework for education reform by providing the funds to engage in the comprehensive reform process to local and state levels.

Perkins III complements the principles and mission of the Goals 2000 Act. Both laws build around the standards-based approach to reform. Goals 2000 provides a national framework for education reform by providing state and local levels the funds to engage in the comprehensive reform process to local and state levels. The Goals 2000 Act sunsets in 2001.

Effective Practice

A Goals 2000 local grant is helping the Starved Rock Associates for Voc-Tech Ed (SRAVTE) system facilitate a consensus building process with community members, business partners, parents, educators, and learners. The consensus building process of diverse stakeholders is allowing SRAVTE to develop and align standards and assessments. Through ongoing meetings and communication, the committee has been able to strategically build improvement efforts, define the standards for Career and Technical Education (CTE), and integrate it into school improvement initiatives. The SRAVTE Special Populations Office houses all the data to monitor for continuous improvement.

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SRAVTE aligns standards and assessments using Goals 2000 funds.

Elementary and Secondary Education Act

During the time of the implementation of Goals 2000, Congress and the Clinton administration reauthorized the Elementary and Secondary Education Act: Improving America's School Act of 1994 (ESEA). Both of these laws supported education reform efforts based on challenging academic standards and assessments. The ESEA of 1994 established clear expectations that all learners can and should reach high standards.

ESEA: All learners should reach high standards.

The core principals of the ESEA established that disadvantaged learners should achieve to the same challenging academic standards as their more advantaged peers. ESEA supports instructors, schools, districts, and states in the use of high standards to guide classroom instruction and assessment for all learners by focusing on the following:

ESEA helps disadvantaged students.

- High standards for all learners, with aligned educational elements such as curricula and assessments working as a coherent system to help all learners reach those standards
- A focus on teaching and learning
- Flexibility to stimulate local reform, coupled with accountability for results
- Stronger links among schools, parents, and communities
- Resources targeted to where needs are greatest and in amounts sufficient to make a difference

(U.S. Department of Education, [On-line] Available http://thomas.loc.gov.)

Similar to Perkins, ESEA builds around the standards-based approach to reform. It requires that federal resources be used effectively and not duplicate or supplant services or programs. High standards, flexibility, and professional development to ensure quality teaching and learning and

Perkins and ESEA prohibits supplanting.

ESEA requires that federal resources be used effectively and not duplicate or supplant services or programs.

partnership are among the various common threads of Perkins, the Goals 2000 Act, and the ESEA.

School-to-Work Opportunities Act

The School-to-Work Opportunities Act (STWOA) of 1994 provides seed money to local and state partnerships of business, labor, government, education, and community organization to develop school-to-work systems. Many of the provisions of the School-to-Work Opportunities Act require states to coordinate school-to-work plans with the educational reforms they are planning with Goals 2000 and other funds. (States may submit a single application for funds under both acts.) STWOA advocates that all learners receive high levels of technical skills and foundations of strong academic knowledge to fully participate and succeed in a more technologically advanced society.

Perkins and STWOA encourage partnerships.

Similar to the philosophy of Perkins, STWOA emphasizes that all learners must be assisted in making smooth transitions between education and employment. Goals 2000, STWOA, and the Perkins Act place importance on instruction, partnerships, and involvement outside of the school community, to align the desired outcomes with those of learners, parents, employers, educators, and policymakers. Goals 2000, STWOA, and the Perkins Act all involve restructuring, rescheduling, and rethinking current educational practices to change the ways instructors teach and learners learn. Thus, the need for coordination of activities under the respective acts is apparent. Additionally, state plans have to show how the STWOA activities are coordinated with the activities of such other Federal programs as the following:

Professional Development Tip: Plan professional development with other agency personnel.

- Adult Education
- Carl D. Perkins Vocational and Applied Technology Education Act (Perkins II)
- Elementary and Secondary Education Act
- Higher Education Act
- Individuals with Disabilities Education Act
- Job Training Partnership Act (now part of Workforce Investment Act)
- National and Community Service Act
- National Apprenticeship Act
- Rehabilitation Act
- Social Security Act (Title IV, Part F)

In Illinois, ETC is STWOA.

In Illinois, School-to-Work has translated into Education-to-Careers. Although STWOA will sunset at the national level, this State has adopted the philosophy that all learners are better equipped for quality lives when provided with opportunities to integrate school and work-based learning and career-technical and academic education. Local program leaders are considering how activities being implemented in their communities through these federal funds can be coordinated with other similar efforts to ensure their sustainability. Through Illinois' commitment to the vision of a viable education-to-careers process, however, the spirit of STWOA will be continued.

Workforce Investment Act of 1998

The Workforce Investment Act of 1998 (WIA) is intended to consolidate and streamline federal programs that provide workforce preparation, job placement, and unemployment services under one employment system framework. To meet the demands of businesses for skilled labor and the needs of job seekers wanting to further their careers and skills, the Title I of WIA authorized a "One Stop" delivery system. Individuals seeking employment can access career centers, employment services, job training, and education in one location in their communities. In turn, through the "One Stop," employers will have a single point of contact to provide information about current and future skills needed in their organization and to list job postings. The provisions of the WIA are far-reaching incorporating the Adult Education Act, the former Job Training Partnership Act, the National Literacy Act, the Wagner-Peyser Act, and the Rehabilitation Act to increase quality and customer satisfaction among prospective employees and employers. Although the Perkins Act is not consolidated into WIA, both acts require coordination of services, and WIA mandates postsecondary Perkins recipients to become partners of the One-Stop Delivery System. Currently the U.S. Department of Education's Office of Vocational and Adult Education (OVAE) is working closely with the Department of Labor (DOL) to align accountability systems and the development of One-Stop Career centers.

Title I of WIA authorized a "One Stop" delivery system. Individuals seeking employment can access career centers, employment services, job training, and education in one location in their communities.

WIA mandates postsecondary Perkins recipients to become partners.

Professional Development Tip:
- *Learn about WIA.*
- *Attend local WIA Board Meeting.*

The need for alignment of Perkins and WIA is evident by the common accountability data required by both laws (see Comparative Legislative Accountability Requirements, Chart 5-B). States receiving WIA and Perkins funds are to coordinate services and streamline data collection so that local agencies may focus their energy more on program improvement. To ensure that quality and performance measures are continuously improving, data collection and evaluation are written as critical components of both pieces of legislation. WIA requires that standards of quality be established for any organization that provides training services in the One Stop system. In addition to accountability for employment and educational attainment and retention, WIA measures customer satisfaction, from employees and employers who obtain services from partners in the One-Stop service.

Chart 5-B

Focus more energy on program improvement.

WIA measures customer satisfaction.

Another provision common to both WIA and Perkins is the flexibility afforded to local agencies to address their unique individual needs for program improvement. Congress recognized that a crucial part of reform/program improvement is the flexibility at local and state levels to address their own customer and service provision needs and set priorities of program improvement.

Perkins/WIA address unique local needs and set priorities.

The various pieces of legislation are intended to drive systemic reform in education and training, promote excellence and equal educational opportunity using an integrated quality improvement management approach. Many LEAs across the country are rising to the challenge and showing significant gains and improvement in performance. Common threads of the reform initiatives include the following:

Common threads of the reform initiatives include the following:
- *Higher Standards*
- *Accountability Measures*
- *Coordination*
- *Shared Vision*

Professional Development Tip: Include all relevant staff in discussion of legislation workshop.

- **Higher Standards**
  Legislation addresses the importance of learners meeting or exceeding national competitive standards of learning. To ensure that learners attain the higher standards and performance measures, legislation encourages individuals in business, education, and communities to provide support services to assure learner progress. In addition, professional development for instructors and administrators is viewed as an integral component of the system to enhance and support quality teaching and to develop and retain good instructors.

Innovation and flexibility are encouraged.

- **Accountability Measures**
  Goals and core quality indicators with accompanying performance measures serve as milestones to gauge progress and success. With measurable outcomes, quality improvement is easily discerned and allows educational agencies to prioritize and implement strategies and tactics that have the greatest influence and impact.

  Recognizing that all local educational agencies are not the same, innovation and flexibility are encouraged to address the unique needs of the local agency to support learner success. Increases in effectiveness and innovation of the service providers in the system improve program quality and learner achievement.

Partner with businesses, parents, political, and civic leaders.

- **Coordination and Collaboration**
  The intent of expanded involvement with various agencies, stakeholders, and initiatives aligns human, material, and capital resources to serve learners to the fullest extent. Broadening the engagement of education with the business community, parents, and political and civic leaders can help sustain long-term educational reform and shape a common vision and direction for program improvement.

Chart 5-C

- **Coordinated Action Plans and Strong Vision of Outcomes or Goals**
  A framework needs to exist to align activities and track improvement. Random Acts of Improvement vs. Coordinated Actions Chart 5-C depicts the way many educational agencies initiate school improvement. The challenge is to coordinate action, resources, and services for the highest achievement of goals (Illinois Business and Education Coalition, 2000).

Section C: Models of Continuous Improvement

Continuous improvement models are springing up throughout the country in response to the imperative driven by nationwide economics and legislation that gain be shown for dollars spent. Part IV outlines the method Illinois has chosen to meet this challenge through the School Improvement Plan and the Lincoln/Malcolm Baldrige National Quality Award.

As described in Chapter III: Using Data to Improve Performance, reforming systems and fully integrating legislated activities entail commitment by a broad array of stakeholders to create a collaborative vision and to plan carefully. The demands of standards-based reform and high achievement for all learners require a systemic response. Education cannot meet the demands of high standards by continuing to operate as it has in the past or by instituting a series of well- intentioned but disconnected reforms. In order to make needed improvements, local educational agencies (LEAs) must empower various community groups (i.e., stakeholders) in the development, implementation, and evaluation of a continuous improvement process (ISBE, "A Guide to Integrated School Improvement Planning Framework" [SIP], 1999, p. 6). By law, LEAs must address the programmatic priorities of the following:

Professional Development Tip:
- *Learn about Baldrige Criteria.*
- *Be involved in school improvement plan.*

- Curriculum
- Instruction
- Work-based learning
- Involvement of family and community members in education
- Ongoing professional development

In Illinois, the reform effort has been titled the Quality Assurance and Improvement Planning Program.

Illinois' Integrated School Improvement Planning

ISBE has created a framework to assist LEAs in addressing comprehensive school reform. Although it mentions only K-12 schools, the process certainly is not limited to schools only, but is a process for all organizations wanting improved outcomes. Basically, the improvement process consists of four crucial phases:

Crucial Phases:
- *Vision*
- *Data Collection and Analysis/Gap Analysis*
- *Integrated Action Plan*
- *Reflection/Evaluation/Refinement*

1. *Vision*
   (Where do we want to be? What do we want our LEA and learners to be?)

2. *Data Collection and Analysis/Gap Analysis*
   (Where are we now? What are the gaps between where we are now and where we want to be, given our vision?)

3. *Integrated Action Plan*
   (How are we going to get where we want to be? How can we best maximize our resources to accomplish our goals?)

4. *Reflection/Evaluation/Refinement*
(How will we know if we are successful?)

The following improvement process is optional and voluntary to assist LEAs:

- ➛ Engage in a more comprehensive collaborative planning system.
- ➛ Streamline the data-gathering process.
- ➛ Integrate programs and funds.
- ➛ Develop a single school/program improvement plan.

LEAs may choose from many continuous improvement models.

Many models for school/program improvement exist, and schools and districts may elect to choose from the following: the Internal Revenue Manual, the Digest of School Improvement Ideas, the School District Technology Plan Blueprint, the Comprehensive School Reform Demonstration Grant Program, the School Improvement Plan (SIP) for Advancing Academic Achievement, the Illinois Lincoln Awards for Excellence Criteria, the Baldrige Criteria, the Pathways to School Improvement, the Blue Ribbon Schools Program, or any other research-based program improvement model (ISBE, A Guide to Integrated School Improvement Planning Framework, 1999).

The ISBE staff seeks to support the statewide effort at the secondary level by . . .

- ➛ constructing accurate and adequate knowledge about the progress and achievement of individual schools and the statewide education system.
- ➛ ensuring that learners' educational experiences are worthwhile and lead to their achieving ever higher learning standards.
- ➛ adding value to the development of favorable conditions for individual responsibility and initiative.
- ➛ contributing to building the capacity of everyone engaged in schooling, to review their contribution, and to improve their performance.

Professional Development Tip: Streamline documentation, and use technology.

The goals of SIP are achieved through collaboration among Illinois educators and with the wider community, especially parents and representatives of the business community. The SIP program places less emphasis on accumulated documentation and greater emphasis on the following:

- ➛ Supporting the local educational agencies it helps to promote
- ➛ Effective school inquiry and useful school improvement planning
- ➛ Individual schools recognizing their different circumstances and unique characteristics
- ➛ Linking school improvement to accountability
- ➛ Aspects of the work surrounding the Quality Assurance and SIP programs that add value to the essential enterprise of schooling, teaching, and learning
- ➛ Supporting a culture of inquiry being developed in all schools, which is supportive of learner progress and achievement
- ➛ Sustaining continuous improvement in the quality of teaching and learning, thereby strengthening our schools as learning communities (ISBE, 1999)

Questions to Consider When Integrating Initiatives for Improvement

Integration of Academics and Career and Technical Curriculum

- Do all or most learners take a set of challenging academic classes as well as coherent sequence of career and technical education courses?
- Do career and technical courses reinforce academic skills and concepts?
- Do academic courses include work-related applications?
- Do learners engage in projects that link academic and career-technical subjects?

Professional Development Tip: Learn how to develop an integrated academic and career-technical curriculum.

Effective Practice for Integrating Academic and CTE Curriculum

Karen Johnson at CareerTEC and Patty Burke at Freeport High School provide a hands-on workshop to make connections between the CTE curriculum and Illinois Learning Standards, Occupational Skills Standards, Workplace Skills and Local Industry Standards. The workshop allows participating academic and career-technical education teachers to gain a deeper understanding of how to implement standards-based curriculum with meaningful performance assessments. (See Sample Chart 5-D: Curriculum Alignment Matrix).

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(815) 232-0709
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Work-Based Activities

- Do all or most learners engage in job shadowing, service learning, internships, school enterprises, or other forms of work-based learning?
- Are these experiences tied directly to academic courses?
- Do noncareer and technical education instructors participate in work experiences outside of school?

Professional Development Tip:
- *Encourage CTE instructors to participate in work experiences outside of class.*
- *Inform instructors of VIP (Vocational Internship Program).*

Secondary to Postsecondary LEA Linkages

- Do all or most learners satisfy prerequisites for admission to a technical training institute, community postsecondary education, or four-year university?
- Do all or most learners acquire occupational skills that will make it easier for them to begin a career and/or work their way through postsecondary education?

- Are there explicit arrangements for learners to earn postsecondary education credits while in high school?

Professional Development Tip: Plan meeting with secondary and postsecondary staff.

Learn more about dual programs.

Effective Practice: Secondary and Postsecondary Linkages

In the Champaign/Ford area, instructors at the secondary and postsecondary levels are encouraged to attend a CTE and Tech Prep curriculum planning session. The curriculum planning session allows instructors at the secondary and postsecondary levels to identify priority course objectives and design a curriculum integrating Illinois Learning Standards, Occupational Skill Standards, SCANS, and Workplace Skills. The curriculum alignment process ensures that learners are gaining what they need to know for postsecondary CTE programs and occupational and academic competencies. To encourage participation, a $75 stipend is awarded.

Offer stipends for attendance.

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Career-Related Curriculum

Resource: ISBE, "Guide to an Integrated School Improvement Planning Framework" (SIP)

- Does the high school offer a set of curricular themes related to broad industry groupings or occupational clusters?
- Do all or most learners choose such a theme?
- Do learners share their core academic classes (English, mathematics, social studies, science) with others who have chosen the same theme?

Postsecondary Career Interests

- Do curricular themes in high school lead directly to opportunities for employment and further education?
- Do learners receive any kind of formal certification along the way?

The SIP assists schools in consolidating and streamlining services.

To help guide this process, ISBE staff has developed "A Guide to an Integrated School Improvement Planning Framework" (1999). The guide is designed to assist schools in consolidating and streamlining services and activities for a comprehensive and unified plan. The framework helps align resources and integrate activities in a unified manner providing focus and a shared vision by the community.

Shared Vision

A common vision is critical.

A common vision is critical for aligned improvement and should ensure and support the following: (ISBE, SIP, 1999, p.6).

- Multiple learning environments
- Needs of all learners (e.g., special education, bilingual, limited English proficient, low income, adult learners)

- Physical and emotional needs
- Partnerships with private and parochial schools
- Families and business

Data Collection and Analysis and Gap Analysis

Conduct a gap analysis.

Determine priority needs.

A common vision is supported by analyzing data. The School Improvement Plan framework bases part of its improvement on a process called a gap analysis. Through data analysis, LEAs can determine priority needs and translate them into school improvement goals. Setting priorities helps LEAs develop measurable outcomes and identify the necessary resources to support them. The use of data serves as an effective tool to convince stakeholders of the priority for improving student learning.

Share Perkins data.

Since the Perkins Act requires LEAs to collect relevant data to analyze learner performance, this data can be integrated with the School Improvement Plan and can serve as valuable information for overall agency and program improvement.

Integrated School Improvement Action Plans

Professional Development Tip: Become educated on how Perkins core indicators fit into the school improvement plan.

Coordinate human, material, and financial resources.

Creating an integrated action plan allows LEAs to evaluate and share data for continuous improvement (ISBE, SIP, 1999). The integrated action plan means that LEAs are to coordinate their resources (human, material, and financial) for maximum implementation of goals. A truly integrated plan includes the mingling of programs' objectives and funds from Perkins III, STWOA/ETC, WIA, Technology, and various other initiatives (still adhering to guidelines of the laws). Creating an integrated action plan entails establishing common visions or goals, steps/activities, timelines, responsibilities, and resources. Perkins activities and funding should be integrated into the plan since many of the core indicators support school improvement goals and complement other state and federal initiatives. Again, the data from Perkins is a valuable tool. Using the School Improvement Plan Guide can help in the development of an integrated action plan by providing information for the following:

- Bridging the gaps identified from the data and gap analysis
- Providing support within the school
- Coordinating resources
- Determining budget, taking into account funding sources (local, state, and federal), estimated amounts, and necessary professional development
- Considering learning tools and resources
- Addressing family/community involvement
- Promoting equity by addressing special populations
- Including an implementation timeline (ISBE, SIP, 1999, p. 9)

Reflection, Evaluation, and Refinement

Constantly reevaluate.

Similar to the accountability required in Perkins III, SIP encourages ongoing reflection, evaluation, and refinement. The performance measures of Perkins III serve as excellent evaluative tools to determine learners' progress and school/program improvement. An ongoing evaluation process fosters the integration of various programs into the school curriculum and instruction. By continuously reflecting on, evaluating, and refining the school improvement plan, learners' academic and occupational skill attainment becomes a priority of all members of the school. Integrating Perkins III into the school improvement process can help LEAs improve learner achievement and progress toward raising standards and in meeting Illinois Learning Standards and other program goals (ISBE, SIP, 1999, p.10).

Perkins III can help LEAs affect learner achievement and progress toward raising standards and in meeting Illinois Learning Standards and other program goals (ISBE, SIP, 1999, p. 10).

The Baldrige Criteria

Baldrige Criteria for Education

For years, the business and education communities have seen the value that quality management brings to education. In 1987, Congress created the Malcolm Baldrige National Quality Award to recognize U.S. companies that achieve the highest standard of performance. Business applicants completed a detailed organizational assessment and received expert feedback to enhance their improvement efforts. Dedicated leaders in these communities who are committed to helping all learners meet rigorous performance standards spurred Congress to extend the Malcolm Baldrige Award for Performance Excellence into the education arena in 1998. The Baldrige Criteria document provides LEAs with the opportunity to secure constructive feedback from community and state partners.

The Baldrige Quality Management Criteria provide a framework that any organization can use to improve overall performance. The process involves the following set of core values and concepts vital to high performance:

Framework to improve performance follows a set of core values.

- Visionary leadership
- Learning-centered education
- Organizational and personal learning
- Valuing faculty, staff, and partners
- Agility
- Focus on the future
- Managing for innovation
- Management by fact
- Public responsibility and citizenship
- Focus on results and creating value
- A system perspective

(National Alliance of Business, Malcolm Baldrige National Quality Award, 1999)

The process allows participating LEAs to align resources; to improve communication, productivity and effectiveness; and to achieve the organization's strategic goals by encouraging leaders at all organizational levels to do the following:

- Develop systemic thinking habits.
- Define the customers and goals of the organization and its parts.
- Analyze the performance of the organization and its parts against a common measure.
- Initiate a strategic planning process for improvement.
- Define measures to track performance against the goals.
- Base decisions on data and analysis.
- Provide greater authority, information and training to front line staff to create success.
- Support a climate of continuous improvement.

A growing number of educators are using the Baldrige Criteria as a self-assessment framework to gain valuable information about how to improve services and raise standards. This valuable assessment tool provides the opportunity for educators, parents, learners, business leaders, and policymakers to agree on what learners should know and be able to do. In essence, the Baldrige process helps build capacity within the education system and sustain improvements through aligned reform efforts.

In Illinois, the Baldrige Criteria has been adapted to State needs and referred to as the Lincoln Awards of Excellence. Similar to Baldrige, the Lincoln Awards for Excellence provide participating organizations with a self-assessment process that leads LEAs to set their own benchmarks and obtain valuable feedback for continuous improvement from experts who serve as Lincoln Award examiners and judges.

Effective Practice

Pinellas County School in Tampa Bay, Florida ranked first in 1998 in the National Baldrige Quality Criteria Award. Using the Baldrige Criteria framework, Azalea Elementary (which has a majority of low-income students and a large special education population) learners' test scores on a national test of basic skills jumped 20% in just two years. The Pinellas County School system used multiple strategies, and the quality management principles to perform beyond the rigorous state standards and community expectations. A driving principle was to empower students to be responsible for their own learning and track their own performance and grades.

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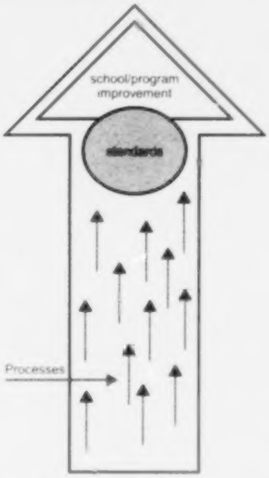
Baldrige helps with systemic change through aligned acts of improvement.



See Chart 5-C.

Resources:
For more information on the Malcolm Baldrige Criteria, visit www.nab.com

For more information on the Lincoln Foundation, visit
www.ilcoalition.org/lincoln.htm
www.lincolnaward.org
www.ifbe.org

Align resources, actions, and strategic objectives.

Quality reform initiatives are intended to align resources, actions, and strategic objectives. Using any of these models effectively can help LEAs pull the existing reforms into a systemic improvement strategy. The School Improvement Plan, Baldrige Criteria, or the Lincoln Award framework can help LEAs merge the multiple requirements and reform agendas. Using a process of finding the common goal and aligning acts of improvement can connect various pieces of the education system to move ahead in the same direction.

Resources:
North Carolina Partnership for Excellence
P.O. Box 2383
Smithfield, NC 27577
(919) 989-7978

North Carolina Business Committee for Education
Office of the Governors
116 West Jones Street
Raleigh, NC 27603-8001
(919) 715-3535

Pineallas Quality Academy
Pineallas County Schools
301 4th Street, SW
Largo, FL 33770
(727) 588-6295

Malcolm Baldrige National Quality Award
National Institute of Standards and Technology
100 Bureau Drive, Stop 1020
Administration Building, Room A635
Gaithersburg, MD 20899-1020
(309) 975-2036

National Alliance of Business
Member Service Center
1201 New York Avenue, NW
Suite 700
Washington, DC 2005
(800) 787-2848

Section D: The New American High Schools: Strategies for Supporting Educational Reform

Data provides valuable information on what works and doesn't work, but a common complaint about some performance systems is that the data may not accurately reflect the current practices. In response to a data-driven, standards-based reform movement, the U.S. Department of Education's Office of Vocational and Adult Education has conducted several studies to inform educational practitioners about strategies that improve learning and teaching.

To highlight the success and strategies that work, OVAE contracted with NCRVE and MRP Associates to identify schools leading the reform efforts. These reports (called *New American High Schools: Profiles of the Nation's Leading Edge Schools*, *Aiming High*, and *In their Own Words*) provide innovative approaches and effective strategies that leading edge schools are implementing. These reports showcase the New American High Schools that were carefully selected for their reform strategies and proven record of improving learner outcomes and behaviors. See Chart 5-E for the descriptions of the schools and contact information. Despite the schools' diversity, all the New American High Schools implemented some common strategies to improve learning outcomes for learners.

The compilation of research shows that a model school requires establishing challenging performance standards, eliminating tracking, and emphasizing problem solving and critical thinking skills. Promising findings like these have been incorporated into Perkins III legislation. Perkins III sets forth challenging performance measures for all learners (including special populations) and preparation of all learners for postsecondary education, further learning, and careers. A foundation in reform requires a variety of strategies to motivate learners through high expectations.

The New American High School initiative/study resulted in compilations of effective practices that can help learners achieve high performance goals. Although the selected New American High Schools are diverse in location, demographic characteristics, size, programs, and admissions policies, they all have similar goals and share many common practices. Chart 5-F: Reform Strategies lists the strategies that have emerged in conversations with principals, instructors, and other school staff during the New American High School study. The following descriptions of strategies 1-10 are excerpts from "New American High School: In Their Own Words" (U.S. Department of Education, OVAE, 1999).

Strategy 1: Raise Academic Standards and Expectations

Raising academic standards works for all students! High expectations and standards produce higher achievement, according to leading research

OVAE endorses New American High Schools.

Resources:

- New American High Schools: Profiles of the Nation's Leading Edge Schools (U.S. Department of Education, OVAE, 1999)
- Key High School Reform Strategies: An Overview of Research Findings *(Visher, Emmanuel, & Teitelbaum, 1999)*
- Aiming High: Strategies to Promote High Standards in High Schools *(Visher & Hudis, 1999)*
- In Their Own Words: Learners and Educators Talk About What Matters *(Beck & Rothstein, 1999)*
- ***Websites: www.ed.gov/offices/OVAE/nahs***

New American High Schools that were carefully selected for their reform strategies (See Chart 5-E.)

Professional Development Tip: Contact a principal at a New American High School for effective practice.

Professional Development Tip: Brainstorm your local effective practices.

Chart 5-F

Raising academic standards works for all students!

(Beck & Rothstein, 1999; Brophy, 1983; Cooper & Good, 1983; Visher & Hudis, 1999; Wiebur, 1987 as cited in USDE, 1999e). According to the New American High School report, high academic standards should be integrated with career-focused curricula. Turning higher expectations into higher achievement requires the necessary support services for learners.

Increase the rigor of academic curricula.

Increase the Rigor of Curricula

- Define and delineate standards clearly—what learners need to know and why.
- Develop relevant standards by involving instructors, professors, parents, and the business community.
- Raise the number of credits required for graduation.
- Emphasize specific types of coursework (e.g., science, math, and writing) required for graduation.
- Expand the methods used to evaluate competency/passage, including portfolios and exhibitions.
- Establish committees of instructors, fellow learners, and other professionals to assess demonstrated proficiency.

It must be kept in mind that raising the number of required courses does not necessarily mean better results or test scores. Quality of the courses matters as much as the quantity. Some fear focusing on just raising the course requirements may dilute the curriculum; however, the bulk of the research shows that learners completing more difficult courses performed better in learner achievement exams (NAH, p. 7). For members of special populations, it is crucial that relevant standards are set and academic rigor is measured with multiple assessments.

However the notion that instructors and schools can raise academic performance by simply expecting high performance is not enough. It requires providing a number of support services as well as employing various strategies.

Provide support services and multiple strategies.

Provide Support Services and Multiple Strategies

Perkins III focuses on ensuring that all learners reach their full academic potential, including members of special populations. Increasing the rigor of academic curricula requires the following:

Hold all learners to the same expectations by eliminating tracking and low-level academic courses.

Hold All Learners to the Same Expectations by Eliminating Tracking and Low-Level Academic Courses

- Provide support dependant on learners need.
- Involve parents in "buying into" the belief that all learners can meet higher standards.
- Set schoolwide graduation requirements.

Tracking increases inequities.

Numerous studies suggest tracking learners into ability groups, which inevitably results in increasing inequities among learners over time (Hallinan, 1994). As a result, the targeting provision of Perkins II was eliminated, and integration of academic and career-technical curricula

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became a big focus in the new legislation. Instead of segregating learners, reform-minded schools are providing additional support before or after school to boost academic and technical knowledge. An integrated curriculum that includes academic and technical standards, such as problem solving, writing, analytical thinking, and workplace skills are crucial for success. According to research by Southern Regional Education Board (SREB) (Bottoms & Mikos, 1996), schools where an integrated academic and career-technical curriculum was a top priority, learners performed better. The study revealed that CTE instructors often stressed reading, mathematics, and science, and more learners read technical materials, solved mathematics problems related to career-technical studies, and completed projects assigned jointly by their career-technical and academic instructors (Bottoms & Creech, 1997). Effective CTE programs set high standards and teach to the academic and technical competencies. The variety of instructional strategies in an integrated curriculum engages learners who may not be motivated in a traditional classroom.

An integrated curriculum that includes academic and technical standards, such as problem solving, writing, analytical thinking, and workplace skills are crucial for success.

CTE programs integrate academics and occupational skill.

Effective Practice

Gateway High School located in an inner-city neighborhood in St. Louis, Missouri ranks as a premiere high school for engineering and high technology science careers. Gateway High School uses several approaches to help all learners meet the rigorous standards despite the wide array of academic experiences and competencies ranging from poor to excellent. Gateway High School assigns learners to small academies of 90 to 100 students so instructors can get to know the individual. All freshmen in career and technology courses are introduced to all of the school's career clusters, so each learner is exposed to a variety of career opportunities. In addition, using a computerized attendance system helps instructors monitor their students' class attendance throughout the day.

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Professional Development Tip: Plan a visit to Gateway High School.

Strategy 2: Create Small Learning Environments Enabling Learners and Instructors to Work Together

A substantial body of research shows that smaller classes or learning environments contribute to improvement in learners' class grades and test scores (Lee & Smith, 1995 as cited in USDE, 1999d). Whether schools-within-a-school, small classes for selected courses, or after-school tutoring programs, small learning environments are seen as a means to boost learner achievement. Although smaller learning environments alone do not work, the research shows that they enable learners and instructors to work together and know each other better.

Small learning environments include the following:

- *Schools-within-a-school*
- *Small classes for selected courses*
- *After school tutoring programs*

Smaller classes/learning communities make a difference.

Outcomes small environments are expected to generate include the following:

- *Achievement for learners, particularly at-risk learners*
- *An improved school climate*
- *More personalized education and strong bonds with instructors*
- *Higher graduation and lower dropout rates*

"Career-Focused Education": schools and districts organize learning around a career or other theme.

Professional Development Tip: Consider designing curriculum that includes all aspects of industry.

"Career-Focused Education": Learners see the relevance of the curriculum to their future career goals and are more motivated by the "career theme focus."

Outcomes small environments are expected to generate include the following:

- Achievement for learners, particularly at-risk learners
- An improved school climate
- More personalized education and strong bonds with instructors
- Higher graduation and lower dropout rates

In recent years, several models of small learning communities have emerged. One model that career and technical education has pioneered is the "career-focused education," in which schools and districts organize learning around a career or other theme. Career-focused education comes in many forms from learners taking all their courses together in one academy to learners and faculty attending/teaching courses across academies, from preparing learners for a specific occupation to introducing learners to whole industries. Characteristics of a career-focused education include the following:

- The curricula are structured around a specific career area or a broad industry grouping that is linked to industries.
- The curricula are integrated across academic disciplines and between technical and academic subjects.
- The curricula incorporate work-based learning.
- Learners and sometimes instructors are grouped in one of the career cluster or industries, usually based on their interests.
- Learners with the same career focus may take all or some of their classes and outside career-related activities together.
- Learners are exposed to all aspects of industry to avoid a narrow career and technical focus.

A growing number of studies shows that "career-focused education" engages learners more. Learners see the relevance of the curriculum to their future career goals and are more motivated by the "career theme focus." According to a study cited in the New American High School report, career-focused education improves learner attendance, grades, and career planning and lowers rates of dropouts, teenage pregnancies, and teenage drinking (Dayton, Raby, Stern, & Wisber, 1992; Foothill Associates, 1997; Kemple & Rock, 1996 as cited in USDE, 1999d).

Career-focused education helps raise student performance because of the following practices:

- Establishes a close community
- Develops sustained, caring relationships between learners and adults
- Promotes learning of occupational skills and knowledge in real-world settings
- Uses problem-solving activities and project-based instruction

Nearly all the New American High Schools have chosen career-theme education as a key element in reform.

- Single-Theme or Magnet Schools – All learners and instructors are associated with the school's focus area.
- Academies or "Schools-Within-a-School" – Learners and instructors are associated with one of a number of career academies. Technical and academic classes are offered within the academies.
- Individualized Focus – Curricula are structured around the learner's interest, with academic and employability skills embedded into the curriculum.
- Majors/Clusters/Pathways – Learners in majors take technical classes together. Academic classes are composed of learners from different majors.

Career-theme education provides focus for educational reform.

Effective Practice

Chicago High School of Agricultural Science (CHSAS), located in Chicago's Mount Greenwood Community has a single industry focus; however, the curriculum is not designed to prepare learners for specific occupations in the agricultural sciences. Rather, it is intended to prepare learners for further education and/or to a wide range of careers in sciences, business, and health care. Through an integrated and interwoven curriculum, all learners take the same academic and technical agricultural classes during the 9th and 10th grades. Later, in grades 11 and 12, learners pursue one of five career pathways by taking two elective credits in a more narrowly defined specialty area (e.g., food science; agricultural finance, agricultural technology; animal, plant, and environmental science and horticulture) (Visher & Hudis, 1999). CHSAS has gained national recognition for its academic excellence by providing academic and technical instruction related to agricultural science.

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The food science instructor at CHSAS explains:

The emphasis is on the collaboration between agriculture and nonagriculture instructors, with learners in the same grade working together around a certain activity to develop an integrated project. The first project was a Thanksgiving meal. This involved food science, social studies, math, science, and English classes. In each class, learners studied the tradition around the Thanksgiving holiday and similar traditions in other countries. They also studied concepts in nutrition and diet, looked at different recipes for the same dish and learned how to analyze different foods for their nutritional value. Learners kept journals, wrote newspaper articles, and created a Thanksgiving play in different classes. (USDE, 1999, On-line www.ed.gov.offices/OVAE/nahs, p. 11)

Strategy 3: Structure Learning Around Careers and Learners' Interests

Students learn more effectively when they apply what they have learned in multiple contexts.

What CTE instructors and administrators have known for years—that students learn more effectively when they apply what they have learned in multiple contexts—is validated by the New American High School study. According to leading research, integrated curricula of academics with real-life application makes learning more meaningful for learners. The rewards listed by the New American High School study include the following:

- Learners are more interested in coursework and are better prepared for postsecondary education and careers.
- Employers are more satisfied with entry-level workers because they are equipped with technical knowledge and real-world skills.
- Postsecondary educational agencies are more satisfied with incoming freshmen because they are equipped with the technical knowledge and the real-world skills needed to be successful.
- Instructors work harder but are motivated by their learners' interest and excitement.

Professional Development Tip:
- *Invite business and industry partners to tour your school or facility.*
- *Arrange a structured field trip to related business and industry.*

Due to the success of CTE, Tech Prep programs, and other courses linked to industries and occupational clusters, the career-focused approach is viewed as an alternative to traditional high schools or programs.

Innovative schools are providing instruction that directly relates to learners' lives outside of school and organizing academic, career-technical curriculum, and work-based experiences around specific career areas or industries. Career academies are considered a model career-focused education demonstrated by enhancing enrollment, retention, and completion rate. Studies (Crain et al., 1997) suggest that career academies positively influence school climate and motivation. The career-focused education provides learners with occupational skills and knowledge in real-world settings with more hands-on activities and projects. Employers are supporting the restructure of curriculum to help learners develop problem-solving, decision-making, and higher order thinking skills gained from hands-on experiences.

Career-focused education provides skills and knowledge in the real world.

Strategy 4: Promote Learner Achievement by Enhancing Educators' Professional Development

Professional development is an integral part of education reform.

Professional development has become a primary focus in a number of reform laws, including the Perkins III Act of 1998. A growing number of studies show that instructors and front line administrators are central to student learning since they are primary deliverers of services. These studies reveal the most effective professional development is that which is planned and designed by the participants themselves. A systemic professional development plan requires a proactive approach that is closely linked to the schools' mission and purpose and monitored and evaluated for success. (See Chapter IV, Continuum of Quality Support for Learners, Professional Development for more information).

Professional Development Tip:
- *Involve instructors in the planning.*
- *Create a professional development committee.*

According to the U.S. Department of Education's Goal 2000: Building Bridges, a high-quality professional development program should include all members of the school with focus on instructors as central to learners' success. A quality professional development plan includes the following features:

- Focuses on individual, team, and organizational improvement
- Provides inservices on the best available research and practice in teaching, learning, and leadership
- Enables instructors to develop further expertise in subject content, teaching strategies, and uses of technologies and other essential elements in teaching to high standards
- Requires substantial time and other resources
- Is driven by a coherent long-term plan
- Is evaluated ultimately on the basis of its impact on instructor effectiveness and student learning; this assessment guides subsequent professional development efforts.

Great Professional Development Principles!

Effective Practice

Walhalla High School, located in the foothills of the Appalachia's Blue Ridge Mountains with a population of 825 students, makes professional development a priority. Recognizing that a comprehensive reform and change requires leadership and group effort, the principal sent a team to the Southern Regional Education Board (SREB) Conference on High Schools that Work in 1987. As a result of the SREB professional development activity, to this day, a committee of instructors organize ongoing professional development planning. The committee provides ongoing inservice activities focusing on the needs identified by the instructors themselves. The committee ensures that instructors are regularly exposed to a variety of workplaces and intensive job-shadowing and internship opportunities. Despite the fact that the rural setting provides somewhat limited opportunities, 59 instructors go on at least five organized tours to local businesses that interest them and incorporate what they have learned from the tour into a lesson plan.

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Check out the High Schools that Work initiative.

Resource: www.sreb.org-KeyPractices

Effective Practice

The SREB helps government and education leaders work cooperatively to advance education as a strategy for improving the social and economic life of the region represented by its 16 member states. Its High Schools that Work Initiative established in 1986, combines challenging academics courses and modern CTE studies to raise the achievement of high school learners. Member schools implement 10 key practices for changing what is expected of learners, what they are taught, and how they are taught. These key practices are as follows:

- Setting and meeting high expectations of learners
- Increasing access to challenging CTE studies
- Offering postsecondary education preparatory academic studies that address real-world problems
- Requiring a program of study with an upgraded academic core and a major
- Integrating work-based learning planned by educators, employers, and employees with school-based learning
- Having academic and CTE instructors work together to plan and deliver integrated instruction
- Getting all learners actively engaged in rigorous and challenging learning
- Involving learners and parents in a guidance system leading to completion of an accelerated program and a major
- Providing a structured system of extra help for learners who need it
- Using learner and program data to keep score and continuously improve the program

Strategy 5: Link Classroom and Workplace Learning

CTE links classroom learning to work.

Some models that CTE programs use include the following:

- *Cooperative Education*
- *Youth Apprenticeships*
- *Internships*
- *School-Based Enterprises*
- *Project-Based Learning*

In a rapidly changing economy, where high-level skills are so important for almost every job, a new set of expectations are required for the 21st century labor market. Employers want workers with solid academic skills combined with knowledge about the world of work. New American High Schools, responding to employers, are enhancing the curriculum by linking classroom to workplace learning. Some models that CTE programs use include the following:

- *Cooperative Education* – Learners enroll in school for half of a day and are employed the other half. Learners are typically on the job longer than their peers in other programs and oftentimes are hired by their employers after graduation.

- *Youth Apprenticeships* – Learners are paid while on the job and attend closely related school-based classes. Apprenticeships typically last longer than other programs—two to four years—and typically result in certification.

- *Internships* – Learners are placed in a paid or unpaid work setting to gain exposure to work and a career interest.

- *School-Based Enterprises* – Learners are involved in a school-based work environment, which links work experience with curriculum. In these enterprises, learners are typically exposed to multiple aspects of the work setting.

- *Project-Based Learning* – Learners receive academic credits for completing projects such as designing a system for providing transportation or assistance to handicapped citizens of their community.

Now, recent studies verify what CTE has known for years—that work-based learning models show positive results. Learners participating in work-based learning usually enjoy higher earnings, gain useful skills, and often have higher self-esteem as a result of their experiences. For years, CTE programs have combined classroom activities with actual work experiences. Perkins III continues to require integrating academic and technical-career and technical instruction and preparing all learners with work-readiness competencies.

CTE programs help every learner with work readiness skills.

Effective Practice

New York 's High School of Economics and Finance (EFA) located in a high-rise building on Wall Street requires all learners to participate in a series of three extended paid and unpaid internships. These internships include a community service assignment and two internships organized along a ladder of increasing skill requirements. The learners at EFA are fortunate in that they are able to connect with the financial services industries on Wall Street due to their location and benefit from the strong partnerships initiated by instructors and the educational community.

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EFA is a model program; however, for some rural and semirural communities, it can be more difficult to set up significant workplace learning opportunities.

Effective Practice

For example, David Douglas High School in Portland, Oregon is limited by the management burden on school administrators and instructors; internships for learners seemed impossible. Instead, they approached work-based learning opportunities by creating a set of project-based activities and student-run enterprises on campus. Through project- and community-based activities, learners were able to experience work-based learning opportunities.

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Strategy 6: Provide Counseling to Encourage In-Depth Awareness of Postsecondary Education and Career Opportunities

Counseling is crucial.

Professional Development Tip: Learn about career interest inventories.

Research shows that leading reform high schools view counseling as a crucial component to help learners make informed choices about further education and careers. Especially for members of special populations whose parents may not have attended postsecondary education, reliance on schools counselors and coordinators for information about postsecondary school options is vital.

Career Awareness motivates students.

In-depth counseling about career and further learning opportunities motivates learners and increases their career aspirations.

Distribute a list of career interest and awareness websites to learners.

CTE programs have traditionally provided opportunities for career awareness and exploration to help students learn about their options and interests. Now research validates that access to in-depth counseling about career and further learning opportunities motivates learners and increases their career aspirations; however, providing all learners with in-depth college and career awareness is challenging given the limited resources and number of learners to serve. Leading reform high schools have, however, demonstrated how to overcome this obstacle by focusing on the following strategies:

- Include a wide range of career-awareness activities.
- Use technology to help learners make informed choices.
- Develop fully articulated district-wide career awareness and counseling program.
- Integrate career awareness with curriculum.

See Chapter IV, Continuum of Quality Support for Learners, for more information on providing these services for learners.

Strategy 7: Organize the School Day into Flexible, Relevant Segments

The traditional structure of the American schools, at which learners are required to take six to eight classes a day, each lasting under an hour and running from the beginning to the end of a nine-month school year has become outdated. Researchers believe this traditional approach to scheduling inhibits learners from engaged learning. The short class periods tend to fragment the curriculum, weaken instructor and learner relationships, and inhibit learners' development of analytic and problem solving skills. (Visher & Hudis, 1999).

Provide flexible class schedules.

Professional Development Tip: Visit other schools with alternative schedules.

As part of their reform efforts, most New American High Schools instituted longer class periods. Some types of block scheduling include the following:

- **The Alternative Day:** Under this plan, learners take six to eight subjects spread over two days. Periods are approximately 90 minutes, and learners attend one set of classes on the "A" or "even" day and the other set of classes on the "B" or "odd" day.
- **4X4:** Under this approach, yearlong courses are compressed into one semester. Typically, learners take four classes each day, each 90 minutes in duration.
- **Copernican/Trimester:** These approaches divide the year into three 12-week terms. Learners enroll in one four-hour class each day or take two 90 minute to two-hour classes.

Most New American High Schools instituted longer class periods. Some types of block scheduling include the following:

- *The Alternative Day*
- *4X4*
- *Copernican/Trimester*

According to research, members of special populations appeared to benefit more from a flexible scheduling. Longer class periods or block schedules helped reduce discipline problems, boost school attendance, and improve learner grades and course completion.

Professional Development Tip: Provide sessions on hands-on interactive instruction.

Geismar and Pulleas (1996 as cited in USDE, 1999d) found that the most effective model for schools with culturally diverse and transitory learner populations was the trimester's relatively short grading periods—12 weeks combined with transition classes (p.68). Incorporating flexible block schedules requires professional development to prepare instructors with more hands-on, interactive instruction.

In addition, instructors can benefit from the flexible scheduling as much as their learners. The shared planning time for instructors, allows them to discuss strategies, and learn from each other. Also the extended class periods give instructors the necessary time to include more work-based learning activities. In some reform schools, instructors are able to participate in internships and visits to businesses and industries during their planning time.

Instructors benefit from flexible scheduling.

Effective Practices

At David Douglas High School, learners in the natural resources major are able to participate in offsite activities with representatives from the Park Services because of their block schedules.

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At Sussex Technical High School in Delaware, the block schedule allows instructors to meet daily with each other and coordinate their teaching. The coordinated planning time is crucial to meeting the needs of special education learners who are included in all regular classes. With the schools' common planning time, special education instructors meet with academic instructors, either to co-teach the entire class or to provide one-on-one assistance to individual learners, both special education and others.

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Strategy 8: Assess Learners' Progress by What They Are Capable of Doing

Use a variety of assessment tools.

In recent years, assessment of learner performance has received more careful scrutiny. According to studies, the traditional methods of assessments, such as multiple-choice tests and other pen and paper tests do not accurately measure what learners are capable of doing.

The New American High Schools are using alternative assessments to measure learning in more valid ways, as well as encouraging instructors to think more carefully about their objectives, methods, and results of what students learn. Studies reveal that alternative assessment goes beyond learners just regurgitating facts from a textbook or lecture and requires a higher level of understanding and integration. Some of the alternative assessments require learners to perform a task or an activity, as it would be done in practice. The most widely used alternative forms of assessment include the following:

Professional Development Tip: Attend workshops on how to use alternative form of assessments.

- Written assessment, including essays, word problems, or scenarios that present complex situations

- Performance tasks, including designing products or experiments and preparing reports and presentations
- Senior projects, including research papers, projects, and oral presentations done over an extended period of time
- Portfolios, including a collection of learner work, performance documentation, and presentation of the portfolio by the learner

According to Gary Hoachlander (1998), "there is no best way to test; . . . good, comprehensive assessment is the product of multiple strategies (as cited in USDE, 1999d)."

Strategies

- Use a range of assessment tools, each selected to meet certain objectives.
- Use alternative assessments.
- Devise professional development to help instructors devise meaningful criteria for judging portfolios, and performance-based tasks.

See Chapter IV, Continuum of Quality Support for Learners, for more information on assessing student's progress.

Effective Practice

Fenway High School, a pilot school in Boston serving 280 learners, emphasizes alternative assessment approaches. Learners are required to demonstrate their knowledge and skills through classroom and workplace activities. Each senior must present five portfolios—mathematics, science, humanities, a senior internship, and senior projects to a graduation committee. The committee of two Fenway instructors, an outside expert, an administrator, a parent, and another learner evaluate the portfolios. Fenway administrators are convinced that standardized tests do not capture the whole picture, and alternative assessments are useful especially for learners who do poorly on these tests. The skills learners demonstrate through alternative assessments cannot be adequately measured by the traditional standardized test, illustrating the limitation of exclusively using tests scores as a measure of proficiency. In addition, researchers also found that the process of creating portfolios and preparing for exhibitions can enhance learning and fully embed the experience for learners.

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Standardized tests do not capture the whole picture.

Strategy 9: Forge Partnerships with Two-Year and Four-Year Postsecondary Institutions

The Tech Prep provision of the Carl Perkins Act has helped to forge partnerships between high schools and two-year postsecondary programs. The articulation agreements required by Tech Prep help secondary and postsecondary align high school curriculum with postsecondary career

Tech Prep links secondary and postsecondary education.

Tech Prep participants tend to have higher graduation rates and enrollment in postsecondary education and training.

and technical training. The national Tech Prep study, by Mathematica Policy Research shows that schools that have developing articulation agreements are increasing, and learners participating in Tech Prep tend to have higher graduation rates and enrollment in postsecondary education and training.

The number of dual credit systems, secondary technical certificate programs, and workplace-based apprenticeships is increasing.

With positive findings such as the Mathematica evaluation of Tech Prep, educators and policymakers are hoping to blur the lines between high school and postsecondary education (Lovelace, 1990; Pauley, Kopp, & Haimson, 1995; Ramer, 1991 as cited in USDE, 1999d). The number of dual credit systems, secondary technical certificate programs, and workplace-based apprenticeships is increasing.

Integrate technology into the classroom.

Professional Development Tip: Apply for technology grants.

Partnerships with postsecondary institutions can also help to integrate technology into the classroom to provide high-quality instruction. Given the limited resources, and funds, it becomes imperative to share facilities, instructors and to be innovative in using technology to assist in teaching. According to the President's Educational Technology Initiative, there are four pillars of the technology literacy challenge:

1. Modern computers and learning devices will be accessible to every learner.
2. Classrooms will be networked to one another and to the outside world.
3. Educational software will be an integral part of the curriculum—and as engaging as the best video game.
4. Instructors will be ready to use and teach technology.

Effective Practice

CHSAS offers a Tech Prep program in collaboration with Truman Junior College, the Food Science Research for Education and Employment (FREE). FREE prepares learners for careers in the growing food science sector, and they articulate to Truman Junior College, to earn a two-year Associates of Applied Science degree.

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Effective Practice

Gateway Institute of Technology (Gateway) is a public high school serving 1,600 learners and located in St. Louis. Gateway has worked out articulation agreements with three of the St. Louis Community Postsecondary education campuses; the South Campus, Meramec, and Florissant Valley. The arrangements that Gateway has made with postsecondary institutions provide learners with exposure to more applied learning experiences and access to more up-to-date equipment. The partnership with Florissant Valley campus, allows ten Gateway learners per semester to attend six, four-hour sessions at the community college. As a result of the forged partnerships, Gateway has the high number of learners in the district (140) enrolled in dual credit courses (19% of the student body).

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dtd1.slps.k12.mo.us/schools/high/gateway/gateway.htm

Strategy 10: Forge Active Learner Support Alliances Involving Educators, Employers, Parents, and Communities

This concept of collaboration is not new; it is often referred to in Perkins II as participatory planning, a process which involves learners, parents, educators, and communities in parts of the educational decision-making process. Although, no longer a mandate but encouraged in Perkins III, participatory planning still remains a good practice, especially for members of special populations. Members of special populations in particular tend to fare better if coordinated services are available by all stakeholders.

Professional Development Tips:

- *Attend Business Chamber of Commerce meetings.*
- *Market CTE programs to community.*
- *Contact community-based organizations.*
- *Create a local resource directory for learners.*

Participatory planning is still good practice.

The reports from the U.S. Department of Education indicate that involving diverse stakeholders in the school improvement process pays off in important ways. Involving parents, employers, community organizations, and learners in the school/program improvement process provides important perspective and support for reform.

Involving parents, employers, and community organizations provides important perspective and support for reform.

Employers can help improve performance by giving input into the schools' curricula, serving on advisory councils, providing work-based learning activities, and serving as mentors. Community-based organizations can alleviate the need for schools to address their learners' medical, legal, and financial issues single-handedly. By reaching out to local stakeholders, a wider scope of services and resources are available to the school. The participation of diverse stakeholders in the school improvement plan promotes better communication among the school and community, parents, and employers and provides opportunities to align resources and actions to improve learner performance.

Stakeholder Involvement . . .

- *promotes better communication.*
- *helps build bridges.*

Clearly the research shows forging alliances also helps schools and communities build bridges for employment opportunities and support services for learners. The New American High Schools advocate the participation of all educators, employers, parents, and students. The following are some of the stakeholders and strategies they use:

- Educators – reducing class size; organizing schools-within-a-school; assigning cohorts of learners to instructors, who follow them through their high school experiences
- Counselors – offering frequent support and guidance for learners and parents
- Community Organizations – assisting schools in delivering a new range of services to learners (e.g., health care, mental health care, and employment counseling)
- Parents – talking to instructors, helping learners make career and postsecondary education plans, becoming school volunteers, and establishing homework guidelines
- Employers – providing leadership and acting as catalysts for change, developing career awareness activities, developing curriculum, and providing work-based opportunities for learners and instructors
- Mentors – providing an intensive, supportive, and long-term relationship

Professional Development Tip: Send a team to professional development conferences.

Many of the strategies identified by leading research indicate that CTE uses some of the common principles for school reform. Model CTE programs help learners master essential skills for life success. Perkins III, the federal grant supporting CTE programs, incorporates many of the reform efforts outlined by the Coalition of Essential Schools (CES). CES is a national network of 24 regional support centers that coach over 1,000 member schools through systematic change at the school site. CES schools subscribe to the following ten common principles:

Consider these school reform principles.

1. The school should be learner-centered and help young people to develop the habit of using their minds well.
2. The school's academic goal should be for each learner to master a limited number of essential skills and areas of knowledge. Curricula decisions should be learner-centered.
3. The school's goals should apply to all learners; means for achieving the goals should vary.
4. Teaching and learning should be personalized to the maximum feasible extent.
5. A pedagogy of coaching and guiding, with student-as-worker rather than instructor-as-worker and rather than instructor-as-deliverer of instructional services, should be used to create a community of learners.
6. Teaching and learning assessments should be grounded in learner performance of real tasks, emphasizing learners demonstrating that they can do important things.
7. Families should be vital members of the school community, with home-school collaboration based on respect and understanding.
8. School staff should be generalist first, should expect multiple obligations (instructor-counselor-manager), and should be committed to the entire school.

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9. Ensuring instructor planning time, competitive staff salaries, and reasonable per-pupil cost may cause reduction or elimination of some services provided by traditional schools.
10. The school should demonstrate nondiscriminatory and inclusive policies, practices, and pedagogies; model democracy; and honor diversity.

As seen throughout this book, times are changing, and CTE is reshaping to create a continuous system; however, services and supports remain vital to the ever increasing number of special learners who need these services to succeed. It is apparent that old practices and strategies must be adapted to fit the emerging 21st-century culture.

Chart 5-A
Legislative Summary of Core Indicators

Perkins (Core Indicators)

#1 Student attainment of challenging state-established academic, vocational, and technical skill proficiencies

#2 Student attainment of secondary school diploma or its equivalent, a proficiency credential in conjunction with secondary school diploma or postsecondary degree or credential

#3 Placement, retention in completion of postsecondary education or advance training, placement in military service, or placement/retention in employment

#4 Student participation in and completion of CTE programs that lead to nontraditional training and employment

Workforce Investment Act (Employment and Training Activities Core Indicators)

Adults and Youth (Eligible Youth Age 19 through 21)

#1 Entry into unsubsidized employment

#2 Retention in unsubsidized employment for six months

#3 Earnings received in unsubsidized employment six months after entry

#4 Attainment of a recognized credential related to achievement of educational skills which may include: (a) attainment of a secondary school diploma or its recognized equivalent; (b) occupational skills by participants who enter unsubsidized employment; or by (c) participant who are eligible youth, ages 19 through 21, who enter postsecondary education, advanced training or unsubsidized employment.

Youth Activities for Eligible Youth (Age 14 through 18)

#1 Attainment of basic skills and, as appropriate, work readiness or occupational skills.

#2 Attainment of secondary school diplomas and their recognized equivalents.

#3 Placement and retention in postsecondary education or advanced training or placement and retention in military service, employment, or qualified apprenticeships.

Customer Satisfaction

Ensure customer satisfaction of employers and participants with services received from the workforce investment activities.

School to Work/Illinois Education-to-Careers (Goals)

#1 Each and every student is involved in comprehensive career development system that includes continuous awareness and exploration activities, K-16.

#2 Each and every student receives instruction based on curriculum that integrates academic content and workplace skills and supports rigorous standards.

#3 Each and every student is assisted in making smooth transitions between levels of education and into employment.

#4 Each and every student has access to progressive community/work-based learning opportunities.

Chart 5-B
Comparative Legislation Accountability Requirements

Performance Indicators	Perkins III	Workforce Investment Act	School-to-Work Act	Other Legislation/ Comments
Occupational Skill Attainment	Student attainment of challenging state-established career and technical skill proficiencies; student attainment of a proficiency credential in conjunction with secondary school diploma are required.	(Ages 14-18) Attainment, as appropriate of work readiness or occupational skills (Ages 19-21) Attainment of occupational skills by participants who enter postsecondary education, advanced training, or unsubsidized employment (Ages 21+) Same as for ages 19-21, except measured by participants who enter unsubsidized employment	• Involvement of every student in comprehensive career development system (K-16) • Students receive the following: • Instruction based on curriculum that integrates academic content and workplace skills • Access to progressive community work-based learning opportunities.	
Academic Skills Attainment	Student attainment of challenging state-established academic proficiencies	(Ages 14-18) Attainment of basic skills (Adult Education) Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language; numeracy; problem solving; English language acquisition; and other literacy skills	Instruction based on curriculum that integrates academic content and workplace skills.	The Goals 2000: Educate America Act supports states' efforts to develop clear, rigorous standards.
Secondary Education Attainment or Equivalent	Attainment of school diploma or its equivalent, a proficiency credential in conjunction with secondary school diploma, or postsecondary degree or credential	(Ages 14-18) Attainment of school diplomas and their recognized equivalents (Ages 19-21) Attainment of a recognized credential relating to achievement of a secondary school diploma or its recognized equivalent by participants who enter postsecondary education, advanced training, or unsubsidized employment (Ages 21+) Same as ages 19-21 except measured by participants who enter unsubsidized employment		• WIA requires states to measure the education attainment of youth ages 19-21 who pursue postsecondary education or advanced training. • WIA identifies graduates as those who have completed the vocational training program. • Title II of WIA requires states to measure the educational attainment of adults who receive a secondary school diploma or its recognized equivalent.

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Chart 5-B (continued)
Comparative Legislation Accountability Requirements

Performance Indicators	Perkins III	Workforce Investment Act	School-to-Work Act	Other Legislation/ Comments
Postsecondary Education Attainment	Placement in, retention in, and completion of postsecondary education or advanced training; placement in military service; attainment of a postsecondary degree or credential	(Ages 14-18) Placement and retention in postsecondary education or advanced training, military service, or qualified apprenticeships (Adult Education) completion	Every student is assisted in making smooth transitions between levels of education and employment.	
Nontraditional Employment	Participation in and completion of CTE programs that lead to nontraditional training and employment			Title IX of the Education Amendments of 1972 states that "no person in the U.S. shall on the basis of sex, be excluded or discriminated against in any program or activity receiving federal financial assistance" . . . This statute applies to elementary, secondary, and postsecondary education.
Placement in Employment	Placement in employment	(Ages 14-18) Placement in employment (Title I Ages 19-21+) Entry into unsubsidized employment	Students are assisted in making smooth transitions between levels of education and employment.	
Retention in Employment	Retention in employment	(Title I Ages 14-18) Retention in employment (Title I Ages 19-21+) Retention in unsubsidized employment six months after entry into employment		
Customer Satisfaction		Title I Subtitle B (Youth and Adult) Customer satisfaction of employers and participants with services received from the workforce investment activities authorized under Subtitle B of Title I		

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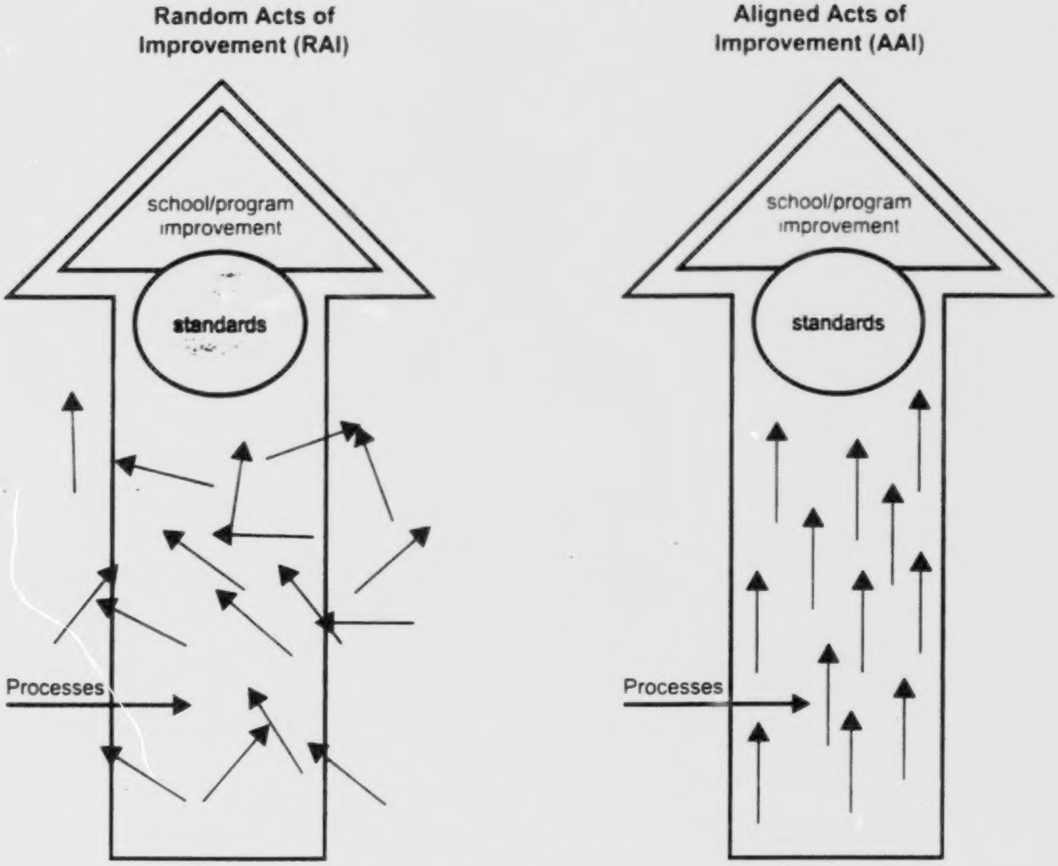
Chart 5-C
Random Acts of Improvement vs. Aligned Acts of Improvement


Random Acts of Improvement (RAI)
school/program improvement
standards
Processes
Aligned Acts of Improvement (AAI)
school/program improvement
standards
Processes

Source: North Central Regional Educational Laboratory (1998)

Chart 5-D
Curriculum Alignment Matrix

Course Competencies	Local Industry Standards	Illinois Learning Standards	Illinois Occupational Skill Standards	Workplace Skills
Students will be able to analyze and manage financial resources to accomplish business and personal financial goals.				
Analyze investments using appropriate computation skills.	• Identify steps in a task. • Demonstrate computer literacy. • Demonstrate numeric pad skills. • Use appropriate algebraic formulas. • Demonstrate business math skills. • Comprehend technical documents. • Estimate outcomes. • Question.	Goal 6: Demonstrate and apply knowledge and sense of numbers including numeration and operations, patterns, ratios, and proportions. 6A: Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings. 6B: Investigate, represent, and solve problems using number facts, operations, and their properties, algorithms, and relationships. 6C: Compute and estimate using mental mathematics, paper and pencil methods, calculators, and computers. 6D: Solve problems using comparison of quantities, ratios and proportions, and percents		D. Communication on the Job • Communicate orally with others. • Prepare written communication. H. Solving Problems and Critical Thinking • Identify the problem. • Identify solutions. • Employ reasoning skills. • Evaluate options. • Select and implement a solution. • Evaluate results. K. Demonstrating Technological Literacy • Demonstrate basic keyboarding skills. • Demonstrate basic knowledge of computing.
Evaluate and apply cost/benefit analysis skills by making investment choices.	• Evaluate written text. • Provide a cost/benefit analysis. • Make decisions. • Implement decisions.	Goal 15: Understand economic systems, with an emphasis on the US. 15B: Understand that scarcity necessitates choices by consumers.		E. Interpreting the Economics of Work • Identify the role of business in the economic system. F. Maintaining Professionalism • Identify work-related terminology.

Source: Johnson, K. (2000).

Chart 5-E
The New American High Schools

Name	Type/Location	Learner Body
Adalai E. Stevenson High School One Stevenson Drive Lincolnshire, IL 60069 (847) 634-4000 Fax: (847) 634-0983 www5.district125.k12.il.us/	Suburban	3,289 learners 84% White 3% Hispanic 2% Black 10% Asian 1% American Indian 1% low income
Berthoud High School Thompson School District 950 Spartan Avenue Berthoud, CO 80513 Len Serman, Principal (970) 613-7703 Fax: (970) 532-0140 www.thompson.k12.co.us/Schools/bhs.html	Majors; Suburban and Rural	4,100 learners 8% minority
Chicago High School for Agricultural Sciences 3857 West 111th Street Chicago, IL 60655 Barbara Valerious, Principal (773) 535-2500 Fax: (773) 535-2507 www.gsh.org/schools/USA/IL/CHS1496	Magnet/Single Theme; Urban	550 learners 80% minority 47.3% free/reduced lunch 1.1% limited English
Coronado High School 650 D. Avenue Coronado, CA 92118 Rich Schmitt, Principal (619) 522-8907 Fax: (619) 437-0236 www.chs.coronado.k12.ca.us/	Suburban Theme	874 learners 82% White 10% Hispanic 3% Black 3% Asian 2% Other 7% low income
David Douglas High School 1001 SE 135th Street Portland, OR 97233 John Harrington, Principal (503) 252-2900 Fax: (503) 261-8399 www.ddouglas.k12.or.us./HS/ddhs.html	Comprehensive/ Majors; Urban	1,850 learners 15% minority 7% limited English
Encina High School 1400 Bell Street Sacramento, CA 95825 Myrtle Berry, Principal (916) 971-7538 Fax: (916) 971-7555 www.sanjuan.edu/schools/encina/	Comprehensive/Urban	987 learners 54% minority 73% free/reduced lunch 24% limited English proficient

Chart 5-E (continued)

Name	Type/Location	Learner Body
Fenway High School 174 Ipswich Street Boston, MA 02215 Larry Myatt, Co-Director (617) 635-9911 Fax: (617) 635-9204 fenway.boston.k12.ma.us/	Comprehensive/ Academies; Urban	250 learners 80% minority 62% free/reduced lunch 39% limited English proficient
Gateway Institute of Technology 5101 McRee Avenue St. Louis, MO 63110 Susan Tieber, Principal (314) 776-330 Fax: (314) 776-8267 dtd1.slps.k12.mo.us/schools/high/gateway/gateway.htm	Single Theme/Majors; Urban	1,600 learners 58% minority 58% free/reduced lunch
Green JROTC Academy 503 Edison Street Dayton, OH 45407 Cleaster Jackson, Principal (937) 223-3058 Fax: (937) 824-7559 www.dps.k12.oh.us/schools/greene/greene.htm	Alternative Urban	198 Learners 39% White 61% Black 65% low income
High School of Economics & Finance 100 Trinity Place New York, NY 10006 Patrick Burke, Principal (212) 346-0711 Fax: (212) 346-0712 www.hsef.org/	Magnet/Single Theme; Urban	672 learners 88% minority 51% free/reduced lunch 6.4% limited English proficient
Sussex Technical High School Route 9, Box 351 Georgetown, DE 19947 Carole Williamson, Principal (302) 856-0961 Fax: (302) 856-1760 www.sussexvt.k12.de.us/	Comprehensive/Majors; Rural	1,100 learners 23% minority 24% free/reduced lunch
Walhalla High School 151 Razorback Lane Walhalla, SC 29691 John Hostetler, Principal (864) 638-4582 Fax: (865) 638-4055 web.oconee.k12.sc.us/~whs/	Comprehensive/Majors; Rural	850 learners 5% minority 14% free/reduced lunch

Source: USDE, OVAE (1999e).

Chart 5-F

The New American High School Reform Strategies

1. Raise academic standards and expectations.
2. Structure learning around learners' career and academic interests.
3. Create small learning environments enabling learners and instructors to work together.
4. Promote learner achievement by enhancing educators' professional development.
5. Link classroom and workplace learning.
6. Provide counseling to encourage indepth postsecondary education and career awareness.
7. Organize the school day into flexible, relevant segments.
8. Assess learners' progress by what they are capable of doing.
9. Forge partnerships with two-year and four-year postsecondary institutions.
10. Forge active learner support alliances involving educators, employers, parents, and communities.

Source: USDE, OVAE (1999e).

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APPENDICES

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Eureka Coll.
Mackinaw
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Packing the Trunk

Glossary of Terms

Adult Education. As defined under the Workforce Investment Act, this includes services or instruction below the postsecondary level for individuals . . .

- who have attained 16 years of age.
- who are not enrolled or required to be enrolled in secondary school under State law.
- who lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society.
- who do not have a secondary school diploma or its recognized equivalent and have not achieved an equivalent level of education.
- who are unable to speak, read, or write the English language.

Access to the General Education Curriculum. Ensures that students with disabilities have access to classes and options available to regular education students

Accessibility. The ability to enter a facility or building, to move about freely, and to be able to participate and function effectively in the work environment

Achievement. Represents accomplishment

All Aspects of an Industry. Strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter

Aptitude. The capacity and capability to acquire competencies with a given amount of formal or informal training; aptitude represents the potential abilities

Area Vocational and Technical Education School.

- A specialized public secondary school used exclusively or principally for the provision of vocational and technical education to individuals who are available for study in preparation for entering the labor market
- The department of a public secondary school exclusively or principally used for providing vocational and technical education in not fewer than five different occupational fields to individuals who are available for study in preparation for entering the labor market
- A public or nonprofit technical institution or vocational and technical education school used exclusively or principally for the provision of vocational and technical education to individuals who have completed or left secondary school and who are available for study in preparation for entering the labor market, if the institution or school admits as regular students both individuals who have completed secondary school and individuals who have left secondary school
- The department or division of an institution of higher education that operates under the policies of the eligible agency and that provides vocational and technical education in not fewer than five different occupational fields leading to immediate employment but not necessarily leading to a baccalaureate degree, if the department or division admits as regular students both individuals who have completed secondary school and individuals who have left secondary school

Articulation Agreements. An agreement with secondary and postsecondary institutions which prevents duplication within sequences of courses

Assessment. A comprehensive, ongoing process with the purpose of identifying individual characteristics, strengths, weaknesses, and interests as well as education, training, support service, and placement needs

Basic Skills Deficient. As defined by the Workforce Investment Act: Title I Workforce Investment Systems, an individual that has English reading, writing, or computing skills at or below the 8th-grade level on a generally accepted standardized test or comparable score on a criterion-referenced test

Blueprint. A document that supports school districts as they work with their communities in designing a plan for improving learning and bringing new opportunities to communities through technology and telecommunications

Budget Support. The degree of available financial support for technology

Career Guidance/Development. Educational and career counseling as well as information to facilitate understanding of self, personal goals, values, and needs

Career and Technical Education (CTE). Organized programs that provide integrated academic and technical curriculum in all aspects of an industry to prepare secondary/postsecondary students for employment in jobs requiring less than a baccalaureate degree, continuing education and training, and a career.

Case Study Evaluation (CSE). A series of procedures designed to provide information about a child's suspected disability; domains included in a CSE are health, vision, hearing, social and emotional status, general intelligence, academic performance, communication status, and motor abilities.

Collaborative Inquiry. A basic belief in teachers' ability to formulate valid questions about their own practice and to pursue objective answers to those questions

Collective Vision. The widespread commitment to skills and practices from a variety of stakeholders

Community Benefits. The access and usefulness of program and technology investments for the community

Components. The contents of a district's plan that enables the educational community to meet state and federal requirements

Complete Due Process. The protection of rights for parents that include procedural due process and substantive due process; complete due process is, in a sense, a system of checks and balances.

Continuous Personnel Development. High-quality, intensive professional development for all personnel who work with children with disabilities

Cooperative Education. A method of instruction of education for individuals who, through written cooperative arrangements between a school and employers, receive instruction, including required academic courses and related vocational and technical education instruction, by the alternation of study in school with a job in any occupational field, which alternation shall be planned and supervised by the school and employer so that each contributes to the education and employability of the individual, and may include an arrangement in which work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program

Convener. An Illinois State Board of Education consultant or Chicago Public School accountability staff member who leads the external review

Correctional Institution. Prison, jail, reformatory, work farm, detention center, or halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders

Critical Thinking. The mental processes, strategies, and representations used to solve problems, make decisions, and learn new concepts.

CTE Curriculum. The organized content of a program structured as a series of intended outcomes or competencies which a student must master to attain an occupation goal, it involves the sum total of all experiences and learning activities encountered in the classroom and laboratory in terms of what is to be taught and what is to be learned.

Curriculum-Based Assessment. The practice of obtaining direct and frequent measures of a student's performance on a series of sequentially arranged objectives derived from the curriculum used in the classroom

Curriculum Modifications. The tailoring of all of the experiences and activities encountered in pursuit of career-technical preparation to meet the unique needs of the individual student

Current Reality. The district's current status, based on an analysis of data collected from a variety of sources with a variety of instruments

Demonstration. An activity in which the instructor or another person uses examples, experiments, and/or other actual performances to illustrate a principle or show others how to do something

Dependant Care. Assistance with dependant care in state-licensed centers or homes during the time participants are in school/program by providing participants with reimbursement for costs

Disadvantaged. Individuals (other than individuals with disabilities) who have economic or academic disadvantages and who require special services and assistance in order to enable these individuals to succeed in career-technical education.

Displaced Homemakers. The term "displaced homemaker" means an individual who . . .

- has worked primarily without remuneration to care for a home and family and for that reason has diminished marketable skills.
- has been dependant on the income of another family member but is no longer supported by that income.
- is a parent whose youngest dependant child will become ineligible to receive assistance under Part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than two years after the date on which the parent applies for assistance under this title.
- is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

***Dictionary of Occupational Titles* (DOT)**. An inventory of occupations within the economy prepared by the U.S. Department of Labor

Economically Disadvantaged. Individual(s) from economically disadvantaged families, including foster children enrolled in an approved career-technical education program are identified as low-income according to available data from the Department of Commerce and Community Affairs.

Educational Audit. This assessment tool organizes major areas of school improvement (English/language arts/reading, mathematics, professional development, leadership, resource allocation, parent/family involvement) for observing and documenting progress of the academic early warning list schools during onsite visits.

Educational Community. Students, teachers, staff, administrators, parents, and representatives of educational organizations (e.g., PTA/PTO, LSC, school board, employees)

Eligible Provider. As defined by the Workforce Investment Act: Title II an eligible provider includes the following entities:

- A local educational agency
- A community-based organization of demonstrated effectiveness
- A volunteer literacy organization of demonstrated effectiveness
- An institution of higher education
- A public or private nonprofit agency
- A library
- A public housing authority
- A nonprofit institution that has the ability to provide literacy services to adults and families
- A consortium of agencies, organizations, or institutions

Eligible Youth. As defined by the Workforce Investment Act: Title I, an individual who . . .

- ➛ is not less than age 14 and not more than age 21.
- ➛ is a low-income individual.
- ➛ is an individual who is one or more of the following:
  - Deficient in basic literacy skills
  - A school dropout
  - Homeless, a runaway, or a foster child
  - Pregnant or a parent
  - An offender
  - An individual who requires additional assistance to complete an educational program, or to secure and hold employment

Equitable Participation. Provides members of special populations with an opportunity to enter career-technical education that is equal to that for the general population students.

Equitable Access. Equal access to the technology tools and initiative

Equitable Opportunities. The practice of defining and providing learning experiences with technology for *all* students

ESL (English as a Second Language) Instruction. Instruction provided for students with limited English proficiency to assist them to function more smoothly in a community and workplace where the primary language is English

Expected Results. Articulated and meaningful goals representing what will be changed or different

Foster Children. Children who receive, share, or are afforded parental care and nurturing from an adult who is not a legal or blood relative

Free Appropriate Public Education (FAPE). Special education and related services are provided at public expense and are provided in conformity with the IEP.

Gap. The difference between the current reality and the district's vision based on data analysis from a variety of instruments and data sources

Goal. A broad, general statement for closing the gap area, complete with timeframe; goals are the milestones that need to be reached on the way to the vision.

Individuals with Limited English Proficiency. A secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and whose native language is a language other than English or who lives in a family or community environment in which a language other than English is the dominant language

Individuals with a Disability. An individual with any disability (as defined in Section 3 of the Americans with Disabilities Act of 1990 [42 U.S.C. 12102].

Individualized Education Plan (IEP). A written statement of the special education and related services for a child with a disability that is developed, reviewed, and revised in a meeting; an IEP is a legal document that outlines specific goals and objectives used to address the special needs of the student.

Innovators. The visible presence of "trailblazers" who are providing curriculum models of success.

Interagency Cooperation. The coordination of the available resources of both public and private agencies whose objective is to provide career-technical education instruction and services to learners from special populations.

Internal Review. The review of a school by internal members of a school's learning community; the purpose of the review is to conduct a self-analysis of how well a school is achieving its school improvement goals in the areas of teaching and learning, student progress and achievement, and the learning community.

Internal Review Team. Representatives of the learning community (e.g., teachers, staff, administration, students, families, business or/and community members) who have major responsibility for planning and coordinating the internal review of the school

Internship. Planned instructional experiences designed to provide students with additional technical competencies at a work site

Interpreter. A support person, usually for the deaf, who uses finger-spelling and/or sign language to translate what is being said for the deaf individual

Job Placement. The process of gathering information about jobs, job leads, and job openings; preparing individuals with job seeking skills and information; and assisting individuals to obtain initial employment

Learning Disability. A disorder that includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia

Learning Style Inventory. A formal tool used to ask students how they feel they learn best

Least Restrictive Environment (LRE). The setting that permits a child to be educated with nondisabled peers to the maximum extent appropriate

Local Educational Agency (LEA). A board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision, or any other public educational institution or agency having administrative control and direction of career-technical education programs; this term includes a state corrections educational agency.

Measure. A description of an outcome

Mentoring. Matching students with another student or mentor from the community to provide support and encouragement in pursuit of the student's career goals

Mobility. An individual's ability to move in an environment

Modification. The act of altering or changing some process or object to make it more functional

Networking. The process of gathering and sharing employment information among individuals in the school and community

Nontraditional Training and Employment. Occupations or fields of working, including careers in computer science, technology, and other emerging high-skill occupations, for which individuals from one gender comprise less than 25% of individuals employed in each such occupation or field of work

On-the-Job Training. Educational and training experiences provided at a work site, with or without pay

Peer and Cross-Age Tutoring. A system of instruction in which one student helps another to learn the curriculum for a specific course

Phase. A segment of time to be determined by the district based on variables (e.g., funding, technology, deployment, and professional development)

Policies and Procedures. A systemic approach for use, decisions, and issues

Postsecondary Educational Institution. An institution of higher education that provides less than a two-year program of instruction that is acceptable for credit toward a bachelor's degree; a tribally controlled college or university; or a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level

Preparatory Services. Service, program, or activities designed to assist individuals who are not enrolled in career-technical education programs in the selection of or preparation for participation in an appropriate career-technical education training program. Preparatory services may include, but are not limited to . . .

- services, programs, or activities related to outreach to or recruitment of potential career-technical education students.
- career and personal counseling.
- career assessment and testing.
- other appropriate services, programs, or activities.

Problem Solving. A thought process structured by the instructor and employed by the learners for clearly defining a problem, forming hypothetical solutions, and possibly testing the hypothesis

Professional Development. The training and support for staff to work and learn new knowledge, skills, and practices

Professional Development Program. The strategies and methods used to support emerging learning and working practices

Readiness. The level of interest, involvement, and commitment to technology and learning demonstrated by the administration, teachers, students, and community (i.e., teacher readiness, student readiness)

Recruitment Activities. Activities to provide information about career-technical education programs which are targeted to special population students

Reflective Questions. Questions that are posed to the local team during the peer review or external review process in development of the plan

Related Service. Developmental, corrective, and other supportive services that are provided as directed by the student's IEP and are required to assist the child in benefiting from special education

Referral to Educational and/or Social Services. A procedure by which a student is directed to an agency, teacher, counselor, and/or professional team for help, information, evaluation, or other appropriate services(s)

Rubric. A criterion-referenced assessment approach to gauge student learning

School-Based Learning. This component of the School-to-Work Opportunities Act relates to career exploration, instruction in both academic and technical skills, and guidance in identifying employment and educational goals.

School Dropout. An individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent

Secretary. Secretary of Education

Senior Reviewer. A teacher or administrator with experience in the Quality Assurance process who assists in leading the external review

Shadow. A method of collecting data for internal and external review; reviewers accompany a single student for part or all of the school day in order to gain the student's perspective of the school.

Software. A measure of appropriate quality software to support engaged learning

Special or Adapted Devices/Equipment. Adaptive devices and/or equipment provided to students to enable them to be successful in a career and technical education course

Special Education. Instruction and related services specially designed to meet the unique needs of an eligible child and provided in an appropriately tailored location

Special Education Teacher. A teacher who is employed by the school system to provide instruction and support services for students with disabilities enrolled in special education programs

Special Instructional Resources. Instructional materials, supplies, and/or laboratory fees to support special population students in career-technical education—examples include supplemental workbooks, large print texts, study guides, software, tools, uniforms, or similar materials

Special Populations. Term defined in Perkins Act as individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional training and employment; single parents, including single pregnant women; displaced homemakers; and individuals with other barriers to educational achievement, including individuals with limited English proficiency

Special Populations Coordinator. A qualified individual who preferably has certification as a counselor, teacher, or administrator, and ensures that individuals who are members of special populations are receiving adequate services and job skill training

Specific Job Training. Training and education for skills required by an employer to provide the individual student with the ability to obtain employment and to adapt to the changing demand of the workplace

Stakeholder. Anyone who has a vested interest in the operations and functions of a school district; stakeholders could include anyone in the geographic boundaries of the school district (e.g., taxpayers, business/industry/agricultural entities, cultural groups, service groups, special populations, and any other person or group who directly or indirectly pays for the support of or use of the services of the school district)

Standard. The level or rate of an outcome

Strategy. An activity that leads to the accomplishment of the goal; key milestones by which progress toward the goal is measured

Student Work. Internal and external review teams review samples of student work to determine the role student work plays in the school in informing the staff about instruction, student progress, alignment to the Illinois Learning Standards, and the collaboration and communication in the learning community

Success Indicators. Identified indicators telling what to look for when goals are achieved

Supplementary Aids and Services (SAS). Aids, services, and supports that are provided in regular education programs to enable children with disabilities to be educated with nondisabled peers (e.g., LD aide in a regular classroom)

Support Groups. Groups formed to provide opportunities for special population students to share successes in overcoming obstacles, receive encouragement, and seek advice in achieving goals

Support Services. Services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices

Teacher Aide/Paraprofessional. Services provided by ancillary staff to assist a career-technical education instructor in working with special population students in the classroom and/or in adapting testing methods or instructional materials for students with special needs

Time Frame. A specific period of time—for example, July 1 - June 30

Time Line. A composite of the time frames with the corresponding strategies for all phases of a school improvement plan

Transition Services. A coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including postsecondary education; career-technical education; integrated employment, including supported employment; continuing and adult education; adult services; independent living; or community participation

Transportation. Assistance with transportation to and from school/program or dependant care facility by providing participants with tokens for public transportation or reimbursement for cost if they provide their own transportation

Tuition. Assistance with tuition fees by providing participants in CTE programs with reimbursement for costs

Tutoring. Additional help provided by a peer or professional tutor to a special population student experiencing problems in a career-technical education course

Vision. A clear, unique statement of the principles and beliefs of an organization; a vision statement should be three to five sentences long and capture the community's "ideal" preferred future. The vision should be written in present tense and articulate the stakeholders' key principles and beliefs.

Work-Based Learning. This component of the School-to-Work Opportunities Act may include such experiences as job shadowing, school-sponsored enterprises, and on-the-job training for academic credit.

Wider Community. Composed of representatives of community organizations, business, cultural institutions, institutions of higher education, adult literacy providers, public libraries, and other community members.

Workplace Skills. Those skills necessary to seek and keep a job

Youth Apprenticeships. A learning program for young people, age 17 and older, that combines on-the-job learning with classroom instruction, that bridges secondary and postsecondary schooling, and that results in certification or mastery of work skills.

Glossary of Acronyms

AA	**Administrators' Academy.** State program designed to coordinate and facilitate professional development for Illinois school administrators
ABE	**Adult Basic Education.**
ADA	**Americans with Disabilities Act.** Refers to Section 504 of the Rehabilitation Act of 1973. The ADA prohibits discrimination on the basis of disability in private sector employment, services rendered by local and state governments, places of public accommodation, transportation, and telecommunication relay services.
AEWL	**Academic Early Warning List**. Schools that have shown decreases in state assessments over a period of years and are nearing a designation on the legislatively required academic watch list
AIP	**Academic Instructional Practicum**. Industry externships for academic teachers
APC	**Area Planning Council.**
BEST	**Basic English Skill Test.**
BOCA	**Building Officials & Code Administrators.** The BOCA National Building Code is the regulation used in the construction and enforcement of school buildings.
CBO	**Community-Based Organization.** A nonprofit organization
CDB	**Capital Development Board.** A state agency that oversees state government construction
CELSA	**Comprehensive English Language Assessment.**
CEO	**Chief Elected Official.**
CIA	**Career Interest Areas**. Career groupings that organize careers and occupational titles into six clusters
CIP	**Classification of Instructional Programs**. Federal classification system that assigns a classification number to instructional programs
CIP	**Continuous Improvement Partnership**. An advisory team for the Administrators' Academy. The State Superintendent of Education appoints members, and they represent schools, business, legislature, and the Illinois State Board of Education.
CPS	**Chicago Public Schools**.
CPSC	**U.S. Consumer Product Safety Commission**. An independent federal regulatory agency that helps keep American families safe by reducing the risk of injury or death from consumer products for example, from playground equipment
CRISS	**Creating Independent Student-Owned Strategies**. A series of strategies—for literacy development in particular—that will involve students and teach them responsibility for their own learning
CRP	**Certificate Renewal Plan**. A plan created by an individual teacher to meet professional development requirements. Completion of this plan is necessary to renew a teaching certificate if the individual is a classroom teacher.

CTE	**Career and Technical Education.** Organized programs that provide integrated academic and technical curriculum in all aspects of an industry to prepare secondary/postsecondary students for employment in jobs requiring less than a baccalaureate degree, continuing education and training, and a career; a new term to define vocational education
DCCA	**Department of Commerce and Community Affairs.**
DHS	**Department of Human Services.**
DOE	**Department of Education.**
DOL	**Department of Labor.**
EFE	**Education for Employment.** The career and technical education delivery system for Illinois
EIR	**Educators in Residence**. Highly skilled educators from across the state who are on loan from their home school districts for a period of two years to work with the Illinois State Board of Education on agency priorities of reading, mathematics, science, school improvement, leadership, and assisting low performing schools
ESEA	**Elementary and Secondary Education Act.**
ESL	**English as a Second Language.**
ETC	**Education-to-Careers**. An educational improvement initiative that focuses on assisting all students with career development and preparation leading toward high-skill high-wage careers. Illinois' answer to school-to-work
FERPA	**Family Educational Rights and Privacy Act.** Affords students with certain rights with respect to their educational records
FRIS	**Financial Reimbursement Information System.**
ICCB	**Illinois Community College Board.**
ICP	**Individualized Career Plan.** A career and educational plan developed to aid students in career preparation
ICPMS	**Illinois Common Performance Management System.**
IDEA	**Individuals with Disabilities Education Act.**
IDES	**Illinois Department of Employment Security.**
IIRC	**Illinois Interactive Report Card**. A database developed by Northern Illinois University that provides an analysis of a school's state assessment scores in comparison to their expected outcomes (i.e., how well the students are doing in relation to certain demographic factors of mobility, low income, and ethnicity)
IOICC	**Illinois Occupational Information Coordinating Committee**. An interagency-supported organization that develops labor market information for use in career guidance and development and in economic development
IP2	**Illinois Partnership 2000.**
ISC	**Intermediate Service Center**. These centers exist only in suburban Cook County and serve the professional development needs of specific regions in suburban Cook County.

ISIP	**Integrated School Improvement Planning Framework**. This school improvement process was developed by a project team as an option for those schools/districts that want to organize their school improvement activities and maximize their resources. The process includes shared vision, data collection/ analysis and gap analysis, integrated action plan, and reflection/ evaluation/ refinement.
ISIS	**Illinois Student Information System**. A student database designed to collect student outcome data
H/LS	**Health/Life Safety**. The term for understanding various requirements, processes, and forms used in administering the health and safety of children in public schools
IAC	**Illinois Accessibility Code**. Incorporates both Illinois and federal accessibility requirements for new construction, multistory housing, additions, alterations, and historic preservation projects to be applied in all jurisdictions throughout the State of Illinois
IEP	**Individualized Education Program**. A written statement of the special education and related services for a child with a disability that is developed, reviewed, and revised in a meeting; an IEP is a legal document that outlines specific goals and objectives used to address the special needs of the student.
JAG	**Jobs for America's Graduates**. A federal program for at-risk high school students who lack career focus
JILG	**Jobs for Illinois' Graduates**. Illinois' JAG program
JTPA	**Job Training Partnership Act.**
LAQA	**Leadership in Accountability and Quality Assurance**. A network of districts that have demonstrated a commitment to the Illinois Learning Standards, the quality assurance process, reading, and technology, and are exploring these areas through a collaborative inquiry approach. A governing board of representatives from the districts meets quarterly for information updates about the inquiry groups.
LEA	**Local Educational Agency.**
LEP	**Limited English Proficiency.**
LSC	**Local School Council**. A school-based committee (legislated as a leadership unit for Chicago schools)
LMI	**Labor Market Information**. Information that predicts future labor and employment trends
LPDC	**Local Professional Development Committee**. Committee(s) representing local school districts—The LPDC will review and approve certificate renewal plans (CRPs) and recommend renewal or nonrenewal of teacher certificates to regional superintendents.
LRE	**Least Restrictive Environment.** The setting that permits a child to be educated with nondisabled peers to the maximum extent appropriate
MECCA	**Metro East Consortium for Child/Student Advocacy**. This consortium consists of six districts in the metro East St. Louis area: Brooklyn District 188, Cahokia District 187, Dupo District 196, East St. Louis District 189, Madison District 12, and Venice District 3. A governing board meets quarterly to collaborate on mutual areas of interest (i.e., professional development, extended learning, early childhood) and improve student achievement in reading and mathematics.
MELT	**Mainstream English Language Training.**
NOICC	**National Occupational Information Coordinating Committee**

NYSPlace	**New York State Placement.**
ORS	**Office of Rehabilitation Services.**
PD	**Professional Development.**
PDA	**Professional Development Alliance.**
PIC	**Private Industry Council.**
PMIS	**Performance Management Information System**. A management system for analyzing and reporting student outcome data
ROE	**Regional Office of Education.**
RPDRC	**Regional Professional Development Review Committee.** Committee(s) representing regional offices of education—the RPDRC committee will review appeals from teachers whose certification renewal plans (CRPs) were not approved or those who received a nonrenewal of their teacher certificates from a local professional development committee (LPDC).
SEA	**State Educational Agency.**
SIP	**School Improvement Plan.**
SOICC	**State Occupational Information Coordinating Committee**.
SOS	**System of Support**. Schools that are on the academic early warning list (AEWL) or have shown declining test scores over the last three years are eligible for services and intervention from the Illinois State Board of Education to improve student achievement.
STAIRS	**Student Achievement Information Reporting System.**
STWOA	**School-to-Work Opportunities Act.** A federal program designed to assist all students in making a transition from school to the workplace
TA	**Technical Assistance.**
TABE	**Test of Adult Basic Education.**
TANF	**Temporary Assistance to Needy Families.**
TDD/TTY	**Text Telephone**. Machinery or equipment that employs interactive graphic (i.e., typed) communications through the transmission of coded signals across the standard telephone network. Text telephones can include, for example, devices known as TDDs (telecommunication display devices or telecommunication devices for deaf persons) or computers
Tech Prep	**Technical Preparation**. A 2+2 education program that links the last two years of high school with two years or more of postsecondary education in preparation for high skill careers
TLC	**Teacher Literacy Coordinator**. A designated, qualified teacher-leader who will provide intensive professional development, program design (curriculum, instruction, assessment, and materials), and follow-up assistance for reading improvement in low performing schools
TLCF	**Technology Literacy Challenge Funds**. A grant provided to districts that are eligible due to scarce technology resources
UEP	**Urban Education Partnership.**

VIP	**Vocational Instructional Practicum**. Industry externships for vocational teachers
WBL	**Work-Based Learning.**
WIA	**Workforce Investment Act**. A federal workforce development act that provides funding to states to develop workforce programs for all citizens
WEEA	**Women Educational Equity Act.**
WIA/WIB	**Workforce Investment Act and Workforce Investment Board**

Sources: ISBE and ICCB. (March 2000). Career-Technical Challenge: task force meeting.

Legislation Summaries

Overview

Federal Legislation	Populations Served	Purpose	Provisions
The Workforce Investment Act of 1998: Title I	Adults (18 years or older) Youth (14-21 years old) with low income and dislocated workers	To consolidate, coordinate, and improve employment, training, literacy, and vocational rehabilitation programs in the United States	► Initial eligibility determination, outreach, intake, and orientation ► Assessment of skills, job search, and placement assistance ► Employment statistics information, program performance and cost information ► Assistance establishing eligibility for Welfare-to-Work and financial aid for education ► Job training
The Workforce Investment Act of 1998: Title II - Adult Education and Family Literacy Act	Individuals who are 16 years or older who do not have a secondary school diploma or its recognized equivalent or unable to speak, read, or write the English language	To assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency To assist adults who are parents obtain the educational skills necessary to become full partners in the educational development of their children and assist adults in the completion of a secondary school education	► Adult basic education, secondary adult education, ESL, secondary vocational training, counseling, case management, testing and assessment ► Employability skill training and variety of other services
Americans with Disabilities Act 1990 (ADA)	Adults with a physical or mental impairment that substantially limits one or more major life activities, one who has a record of disability, or one is regarded as having such a disability	To prohibit discrimination by a covered entity (any employer, employment agency, labor organization, or joint labor-management committee) against any qualified individual with a disability in job application procedures, hiring or discharge, compensation, advancement, training, and other terms, conditions, and privileges of employment	Requires the following: ► Program accessibility ► Safety issues ► Provision of assistive aids or adaptive equipment ► Removal of barriers inside and outside a facility ► Alterations or new construction ► Posting of job notices ► Setting of job qualifications, interviewing, hiring, and provision of reasonable accommodations
Carl D. Perkins Vocational and Technical Education Act 1998	Intended to serve all students at the public secondary and postsecondary levels who are interested in vocational and technical programs, but require states and local recipients to demonstrate how they are effectively serving special populations students. "Special Populations" includes students with disabilities, economically disadvantaged students, nontraditional students, single parents/displaced homemakers, and students with educational barriers, including LEP enrolled in CTE	To promote reform, innovation, and continuous improvement in vocational and technical education to ensure that students acquire the skills and knowledge they need to meet challenging State academic standards and industry-recognized skill standards, and to prepare for postsecondary education, further learning, and a wide range of opportunities in high-skill, high-wage careers	► Integration of academic and vocational education ► Experience in, and understanding of all aspects of an industry ► Meeting the needs of individuals who are members of special populations ► Involvement of parents, students, and employers ► Strong linkages between secondary and postsecondary education ► Expanded use of technology ► Professional development

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Federal Legislation	Populations Served	Purpose	Provisions
Elementary and Secondary Education Act Title 1: Supporting Academic Excellence in High Poverty Schools	School children ages 5-17 from low-income families	To ensure that children achieve challenging standards while holding states and school districts responsible for student achievement. To improve student achievement for low-performing students in high-poverty schools.	► Challenging standards to the classroom ► Quality teaching ► Strengthened accountability ► Funds to target highest-poverty school districts and schools ► Strengthened schoolwide programs ► Comprehensive reform ► Demonstration programs and research-based programs for school improvement ► Attention on students with limited English proficiency
Goals 2000: Educate America Act	Students and all children from a broad range of backgrounds and circumstances, including: disadvantaged, with diverse racial, ethnic, and cultural backgrounds; American Indians, Alaska Natives, Native Hawaiians, with disabilities; school dropouts; and migrants or academically talented	To develop clear and rigorous standards for what every child should know and be able to do, and to support comprehensive State and district-wide planning and implementation of school improvement efforts focused on improving student achievement to those standards	► A firm commitment to high standards in every classroom ► Improved teacher and principal quality to ensure high-quality instruction for all children ► Flexibility coupled with accountability for results ► Safe, healthy, disciplined and drug-free school environment where all children feel connected, motivated, and challenged to learn and where parents are welcomed and involved
Individuals with Disabilities Education Act (IDEA) Amended in 1997	Children with disabilities (ages 3-21) Disabled children are defined as individuals with any of the following conditions: mental retardation, hearing impairment, speech impairment, language impairment, visual impairment, serious emotional disturbance, orthopedic impairment, autism, traumatic brain injury, specific learning disability, and other health impairments. Ages 3-9: developmentally delayed	To strengthen academic expectations and accountability for children with disabilities and to bridge the gap that has too often existed between what children with disabilities learn and what is required in regular curriculum	► Provision of free public and appropriate education ► Special education and related services ► Individual Educational Plans address general curriculum involvement ► Evaluation and placement ► Provision of assistive devices ► Rehabilitation counseling ► Transition services ► General State and district-wide assessments ► Regular education teacher involvement ► Graduation with a regular diploma ► Positive behavioral interventions

Federal Legislation	Populations Served	Purpose	Provisions
School-to-Work Opportunities Act in Illinois called Education-to-Career *Integrated with the systems developed under the Goals 2000: Educate America Act and the National Skill Standards Act of 1994.*	All students – The term "all students" means both male and female students from a broad range of backgrounds and circumstances, including disadvantaged students, students with diverse racial, ethnic, or cultural backgrounds; American Indians; Alaska Natives; Native Hawaiians; students with disabilities; students with limited-English proficiency; migrant children; school dropouts; and academically talented students	To assist states and their secondary and postsecondary schools to develop, implement, and improve school-to-work systems so that all students have an opportunity to acquire the knowledge and skills needed to meet challenging State academic standards and industry-based skill standards; and to prepare for postsecondary education, further learning, and a wide range of opportunities in high-skill, high-wage careers, and for other purposes	***School-Based Learning*** ► Career awareness and exploration ► Selection of career major by grade 11 ► Program of study ► Regularly scheduled evaluation ***Work-Based Learning*** ► Work experience ► Job training experience ► Workplace mentoring ► Instruction in general workplace competencies ► Instruction in all aspects of the industry ***Connecting Activities*** ► Entry into additional postsecondary education ► School site mentors ► Provide TA and services to employers ► Provide TA and services to schools and employers to integrate school-based learning ► Active participation of employers ► Students and employers matched ► Collection and analysis of information regarding post-program outcomes of students ► Post-program planning and assistance
Rehabilitation Act of 1973 Section 503	Individuals with disabilities who have a physical or mental impairment which substantially limits one or more major life activities, who has a record of a disability, or who are regarded as having such a disability (i.e., difficulty in caring for one's self, performing manual tasks, walking, speaking, breathing, learning, and working)	Requires that federal government contractors and covered federal subcontractors maintain affirmative action plans for individuals with disabilities	► Extension of the Civil Rights Act of 1964 for individuals with disabilities ► Initiation of affirmative action plans to hire individuals with disabilities ► Requirement for employers to make reasonable accommodations for all individuals with disabilities interested in employment
Rehabilitation Act of 1973 Section 504	Students with disabilities in public and private institutions that receive federal funding. An individual with a disability is one who has a physical or mental impairment that substantially limits one or more major life activities, one who has a record of a disability, or one who is regarded as having such a disability	Protects individuals with disabilities from discrimination in the recruitment, admission, or treatment in any program or activity receiving federal financial assistance	► Free public and appropriate education ► Individual Education Plans ► Evaluation ► Grievance procedures

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Carl D. Perkins Vocational and Technical Education Act of 1998 Public Law 105-332 Summary

Signed into law on October 31, 1998, the Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III) sets out a new vision of career and technical education (CTE) for the 21st century. The central goals of this new vision are improving student achievement and preparing students for postsecondary education, further learning, and careers.

Perkins III promotes reform, innovation, and continuous improvement in CTE to ensure that students acquire the skills and knowledge they need to meet challenging state academic standards and industry-recognized skill standards and to prepare for postsecondary education, further learning, and a wide range of opportunities in high-skill, high-wage careers.

Title I: Carl D. Perkins Basic Grant Summary

The most significant change from Perkins II to Perkins III is the new flexibility afforded to states and local recipients of the funds. Although the federally imposed rules of Perkins II are no longer mandated, in order to meet the extensive requirements of the performance measures, programs and services to special populations are still necessary.

Highlights

- De-emphasizes targeting of programs
- Increases accountability
- Requires states to "continually make progress toward improving the performance of vocational and technical education students"
- Replaces the term "sex equity" (gender equity) with nontraditional training and employment and special populations
- Eliminates the 10.5% set aside of the basic state grant that provided programs for single parents, displaced homemakers, single pregnant women, and sex equity
- Changes the definition for special populations; the new definition adds single parents, including single pregnant women and displaced homemakers, and replaces individuals participating in programs designed to eliminate sex bias with individuals preparing for nontraditional training and employment – it drops the reference to individuals in correctional facilities, no longer uses the terminology "academically disadvantaged individuals," and adds individuals with other barriers to educational achievement.
- Requires that no less than $60,000 but no more than $150,000 of state leadership funds be used for services that prepare individuals for nontraditional training and employment
- Provides set asides for individuals in state institutions, such as state correctional institutions and institutions that serve individuals with disabilities (an amount equal to not more than one percent of the amount allotted to the state)
- Requires greater focus on professional development (includes inservice and preservice training)
- Specifies the participation of nonprofit private school career and technical educators in professional development
- Prohibits using Perkins funds for programs below the seventh grade
- Requires that students must voluntarily choose CTE
- Prohibits using Perkins funds to carry out School-to-Work Opportunities Act provisions
- Allows private or home school students to participate in the public CTE programs and services

Eligible Populations

Perkins funds are intended to serve all students at the public secondary (above 7th grade) and two-year postsecondary levels who are interested in CTE programs.

Special populations include the following:

- Individuals with disabilities
- Individuals from economically disadvantaged families, including foster children
- Individuals preparing for nontraditional training and employment
- Single parents, including single pregnant women
- Displaced homemakers
- Individuals with other barriers to educational achievement, including individuals with limited English proficiency

Reform Focus

Perkins III supports the alignment of CTE with local and state efforts to reform secondary schools and improve postsecondary education. The implementation of the new law promises to make CTE programs an integral part of these efforts.

Seamless Education and Workforce Development Systems

Together with the Workforce Investment Act of 1998, which restructures employment training, adult education, and vocational rehabilitation programs, Perkins III promotes the development of integrated, "one-stop" education and workforce development systems at the local and state levels.

Focus on Quality

Perkins III focuses the federal investment in CTE on high-quality programs that . . .

- integrate academic and vocational education.
- promote student attainment of challenging academic and vocational and technical standards.
- provide students with strong experience in and understanding of all aspects of an industry.
- address the needs of individuals who are members of special populations
- involve parents and employers.
- provide strong linkages between secondary and postsecondary education.
- develop, improve, and expand the use of technology.
- provide professional development for teachers, counselors, and administrators.

Emphasis on Flexibility

A number of prescriptive administrative requirements and restrictions have been eliminated to give states, school districts, and postsecondary institutions greater flexibility to design services and activities that meet the needs of their students and communities.

Accountability

To promote continuous program improvement, Perkins III creates a state performance accountability system. The Secretary of Education and each state reach agreement on annual levels of performance for the "core indicators." Performance measures for each state must minimally contain the following core indicators:

- Attainment of challenging academic, vocational, and technical standards
- Attainment of a secondary diploma or equivalency, skill certificate, or postsecondary degree or credential
- Placement in further education or training, employment, or military service
- Completion programs for nontraditional training and employment

Incentive grants will be awarded to states that exceed agreed-upon performance levels for Perkins III, the Adult Education and Family Literacy Act, and employment training services authorized under Title I of the Workforce Investment Act. Grants may be reduced to states that do not meet agreed-upon performance levels.

Partnerships Encouraged by the Perkins III Act

- Workforce Investment Act of 1998
- WIA: Wagner-Peyser Act
- School to Work Opportunities Act of 1994 (Illinois Education to Careers Initiative)
- Higher Education Act of 1965
- Section 3 of the Alaska Native Claims Settlement Act
- American Disabilities Act of 1990
- Elementary and Secondary Education Act of 1965
- Family Education and Privacy Act
- Title IV of the Social Security Act
- Individuals with Disabilities Education Act
- Rehabilitation Act of 1973

Sample Activities to Serve Special Populations

- Ensure equal access for special populations.
- Encourage work-based or work-site learning in conjunction with business and all aspects of industry.
- Provide support services for student retention and completion.
- Provide career guidance and academic counseling.
- Support nontraditional training and employment activities.
- Require local and state agencies to develop and implement evaluations, including an assessment of how the needs of special populations are met.
- Provide programs for adults and school dropouts to complete secondary education.
- Involve parents, businesses, and labor organizations in planning, implementing, and evaluating CTE programs.
- Provide dependant care and transportation costs.
- Offer mentoring, tutoring, and notetaking services.
- Provide special instructional materials/supplies or adaptive devices and equipment.
- Provide special populations personnel.
- Assist with the cost of laboratory fees and supplies.
- Provide other activities required by this Act.

Title II: Carl D. Perkins Act: Tech Prep

The Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III) also reauthorizes Tech Prep Education under Title II as of July 1, 1999. The central goal of Tech Prep Education is to improve student performance by providing them with the technical, academic, and attitudinal skills required for successful employment in technical occupations and life-long learning.

Tech Prep exemplifies a method of reform that is changing the way high school and college students learn across the United States. The new Perkins III Act promotes the use of work-based learning and new technologies in Tech Prep programs and encourages partnerships with businesses, labor organizations, and institutions of higher education.

Highlights of Tech Prep

Tech Prep priorities include the following:

- Career guidance and development
- Transition to postsecondary education
- Identification and reporting of students
- Quality work-based learning

Tech Prep programs require the following:

- A combination of at least two years of secondary education with a minimum of two years of postsecondary education
- An integration of academic, vocational, and technical instruction
- Applied science; a mechanical, industrial, or practical art or trade; agriculture; health occupations; business; or applied economics
- Competence in mathematics, science, reading, writing, communications, economics, and workplace skills through applied, contextual academics, and integrated instruction, in a coherent sequence of courses
- Courses leading to an associate or a baccalaureate degree or postsecondary certificate in a specific career field
- Placement in appropriate employment or further education

Tech Prep program content must include the following:

- An articulation agreement
- At least two years of secondary and at least two years of postsecondary education in a nonduplicative course of study leading to an Associate's of Applied Science (AAS) degree or two-year certificate in a specific career field. Alternatively, the learner may work in an apprenticeship program for at least two years following secondary instruction

Tech Prep program content must require the following:

- A common core of required proficiency in academics
- Academic standards linking secondary and postsecondary institutions
- Encouragement of dual credit programs
- Work-based learning, educational technology, and distance learning
- Inservice training for teachers and counselors
- Equal access to special populations

Tech Prep completers include the following individuals:

- Learners who have followed a written career plan
- Learners who have articulated secondary and postsecondary sequence of courses
- Learners who have completed AAS degree, two-year certificate, or two-year apprenticeship

Eligible Populations

Tech Prep is intended to serve all learners who are seeking further education after high school and have a written career plan. This career plan identifies a sequence of courses that leads to Tech Prep occupations as a career goal. Learners may begin as early as the 9th grade and no later than the 11th grade to select a Tech Prep sequence of courses. Learners may revise their programs of study as they move toward their career goals.

Reform Focus

Tech Prep funds are designed to improve teaching and learning in participating schools and colleges. The intent of the new Tech Prep is to better prepare learners for the 21st century by integrating academics and vocational education. The new act promotes linkages between academic and CTE educators and encourages collaboration between educators and the business community.

Seamless Education and Workforce Development Systems

Tech Prep provides an articulated, seamless program of secondary and postsecondary education. Tech Prep integrates academics and CTE to improve the academic and technical achievement of all students.

Focus on Quality

The new Tech Prep Title II requires that consortium applications emphasize the following:

- Job and postsecondary education placement services
- Development of plans with business and industry
- Dropout prevention
- Re-entry
- The needs of special populations
- Education and training in areas of workforce shortages
- High academic and employability competencies

Accountability

To promote continuous program improvement, Tech Prep guidelines have been aligned to address legislative changes. Tech Prep requires the same set of performance goals for the following core indicators as in Title I:

- Attainment of challenging academic and career and technical skill proficiencies
- Acquisition of a postsecondary degree or credential
- Placement, retention, completion, or advanced training
- Participation in and completion of nontraditional training and employment

Tech Prep Consortia should review current programs to determine how they are performing against the core performance indicators.

Sample Activities to Serve Special Populations Under Tech Prep

- Ensure that all students, regardless of special needs, have equal access to Tech Prep opportunities.
- Implement work-based or work-site learning in conjunction with business and all aspects of industry.
- Understand the various student support services.
- Address issues of school dropout prevention.
- Ensure that procedures are in place to offer employment placement or transference to a baccalaureate degree program.
- Ensure that all students are informed of Tech Prep programs.
- Purchase software for career inventory assessments.
- Provide career guidance and development.
- Establish postsecondary mentors, either peer, or faculty member who will coach students into nontraditional careers.
- Provide other activities required by Title I and Tech Prep.

Workforce Investment Act of 1998
Public Law 105-220 Summary

Signed into law on August 7, 1998 the Workforce Investment Act (WIA) provides the framework for a unique national workforce preparation and employment system. It was designed to meet both the needs of the nation's businesses for skilled workers and the needs of job seekers and those who want to further their careers. WIA builds on the most successful elements of previous federal legislation such as the Job Training Partnership Act, the Adult Education Act, the National Literacy Act of 1991 and vocational rehabilitation activities and has consolidated the provisions under one umbrella. The central principles of the new workforce development system are to streamline service, empower individuals, provide universal access, increase accountability, respond to needs of businesses and industries, provide greater local and state flexibility, and improve youth programs. The paragraphs that follow primarily summarize Title I of the WIA.

Highlights

The new law makes changes to the states' current funding streams, target populations, methods of delivery, accountability, long-term planning, labor market information systems, and governance structures.

Title I – Authorizes the new Workforce Investment System; it streamlines services into a "One Stop" delivery system. Workers can access career centers, employment services, job training, and education in one single location in their communities.

Title II – Reauthorizes adult education and literacy programs for Fiscal Years 1999-2003

Title III – Amends the Wagner-Peyser Act to require that employment service/job service activities become part of the "One-Stop" system and establishes a national employment statistics initiative

Title IV – Reauthorizes Rehabilitation Act programs through Fiscal Year 2003 and links these programs to local and state workforce development systems

Title V – Contains general provisions that include authority for state-unified plans relating to several workforce development programs; it authorizes incentive grants for states exceeding negotiated performance levels under the WIA, Adult Education Act, and the Perkins Vocational Education Act, and transition provisions.

Eligible Populations Under Title I

The WIA authorizes "core" services (which will be available to all adults *with no eligibility requirements*) and "intensive" services for unemployed individuals who are not able to find jobs through core services alone. In some cases, the intensive services will also be available to employed workers who need more help to find or keep a job. WIA defines adults as individuals who are 18 or older. Any adult may use the "One Stop" delivery system for core services.

WIA defines a *dislocated worker* as one who...

- has been terminated or laid off.
- is eligible for or has exhausted entitlement to unemployment compensation.
- was self-employed but is unemployed as a result of general economic conditions or natural disaster.
- is unemployed or underemployed.
- is a displaced homemaker.

WIA defines eligible *youth* who are 14 to 21 years old with low income (receiving public assistance, food stamps or certain Social Security payments, homeless, or having an income below the poverty line, or 70 percent of the lower living standard income level) and one or more of the following characteristics:

- Deficient in basic literacy skills
- A school dropout
- Homeless, a runaway, or a foster child
- Pregnant or a parent
- A criminal offender
- An individual requiring assistance to complete educational programs or to secure and retain employment

Reform Focus

The WIA is part of the educational and workforce reform. It is a response to the anticipated labor shortage of highly skilled workers in the United States. WIA is forming a merger of major job training providers and core services to assist prospective workers gain the skills and information necessary to find employment.

Seamless Education and Workforce Development System

The "One-Stop" system will streamline services and integrate educational and employment opportunities funded under the WIA and other federal programs. The new system will be based on a concept of universal access and seamless transition from education or training to work. Prospective workers will be able to easily do the following:

- Receive a preliminary assessment of their skill levels, aptitudes, abilities, and support service needs
- Obtain information on a full array of employment-related services, including information about local education and training service providers
- Receive help filing claims for unemployment insurance and evaluating eligibility for job training and education programs or student financial aid
- Obtain job search and placement assistance, and receive career counseling
- Have access to up-to-date labor market information, which identifies job vacancies, and skills necessary for in-demand jobs and provides information about local, regional, and national employment trends.

Through the "One-Stop" system, employers will have a single point of contact to provide information about current and future skills needed by their workers and to list job openings. They will benefit from a single system for finding job-ready skilled workers who meet their needs.

Focus on Quality

A key component in this legislation is the focus on customer service, increasing satisfaction among prospective employees and employers. Title I requires that standards of quality be established for any organization that provides training services. The WIA authorizes certain statewide activities and a system of accountability to ensure that customer needs are met. To ensure quality, the new workforce system is based on local and state input, extensive research, and evaluation studies of successful training and employment innovations.

Provisions of the WIA promote individual responsibility and personal decision-making through the use of "Individual Training Accounts," which allow adult customers to "purchase" the training they determine best for them. This market-driven system will enable customers to get the skills and credentials they need to succeed in their local labor markets.

Emphasis on Flexibility

The WIA recognizes the flexibility needed to address the needs of the local community and diverse populations. Different levels of services are dependant upon the individuals' skills and needs as they relate to the labor markets in their communities.

Another provision of WIA is the flexible period of time for planning and service for individuals with challenges to employment. Research shows that individuals with barriers may need assistance for longer periods of time than those available previously under the traditional education/employment and training programs. WIA allows that flexibility.

Accountability

As individuals become empowered to choose the services they require, , local areas, states, and providers of those services will become more accountable for meeting those needs.

Performance Measures for Adults, Dislocated Workers, and Older Youths (ages 19 through 21), such as those who lose their jobs because of permanent layoffs or plant closings, include the following:

- Entry into unsubsidized employment
- Job retention
- Post placement earnings
- Attainment of a high school diploma (or its equivalent)

Performance Measures for Younger Youth (14-18) include the following:

- Attainment of basic skills as appropriate work readiness or occupational skills
- Attainment of high school diplomas (or the equivalent)
- Placement and retention in postsecondary education, advanced occupational training, apprenticeships, the military, or employment

Measures for customer satisfaction include . . .

- attainment of customer satisfaction of both participants and employers.

Partnerships Encouraged by WIA

Given the collaborative nature of the law, states are encouraged and/or mandated to coordinate services deemed necessary within the following Acts and corresponding initiatives and departments:

- Title I of the Rehabilitation Act of 1973
- Personal Responsibility and Work Opportunity Reconciliation Act
- Title V of the Older Americans Act of 1965
- Perkins Act
- Family Educational Rights and Privacy Act
- Community Services Block Grant Act
- Goals 2000: Educate America Act
- Elementary & Secondary Education Act

- Higher Education Act
- Individuals with Disabilities Act
- School to Work Opportunities Act (WIA funds not permitted for STWOA unless it specially serves only WIA eligible participants)
- Temporary Assistance for Needy Families (TANF)
- Native American Programs
- Migrant and Seasonal Farmworker Programs
- Dislocated Worker Projects
- 21st Century Workforce Commission
- Department of Housing and Urban Development
- State Unemployed Compensation Department
- Veterans Employment and Job Training Services

Sample Activities to Serve Special Populations

- Provide career development services (assessments, job search, placement activities).
- Promote coordination of summer youth programs, employment, and training.
- Assist eligible youths who may have significant barriers to employment.
- Focus on serving disadvantaged youths and adults.
- Provide information on and access to available employment and training activities.
- Establish on-site contact with employers and employee representatives.
- Require states to provide rapid response activities to help workers get jobs after they have been dislocated.
- Offer or provide information on tutoring, study skills training, and instruction.
- Address dropout prevention.
- Provide occupation skill training and supportive services.
- Encourage leadership development opportunities, which may include community service and peer-centered activities.
- Promote adult mentoring programs.
- Provide information for individual to access state economic development assistance.
- Provide guidance and counseling, which may include drug and alcohol abuse counseling and referral.
- Implement support services necessary for student and employment success.

School to Work Opportunities Act
Public Law 103-239 Summary

Signed into law on May 4, 1994, the School-to-Work Opportunities Act (STWOA) sets a national framework to facilitate the creation of universal, high-quality, school-to-work transition system. Congress realized the nation's future success in a highly competitive, global marketplace is directly dependant on the education of our workforce. Due to the dramatic shifts in technology, modes of production, and even in the nature of work itself, Americans are required to develop new knowledge and skills, in order to prepare for the 21st century. To address the need to prepare learners with high levels of technical skills and related academic competencies for employment, Congress enacted the STWOA.

Highlights

The STWOA outlines three basic programmatic requirements to better prepare students for the highly skilled labor market:

1. **Work-Based Learning Component**
   - Job training, work experience
   - Workplace mentoring, instruction in workplace competencies
   - Instruction in all elements of industry

2. **School-Based Learning**
   - Career counseling, selection of a career major
   - Program of study, integration of academics and career-technical education
   - Evaluation, secondary/postsecondary articulation

3. **Connecting Activities**
   - Matching students with employers; establishing liaisons between education and work, technical assistance to schools, students, and employers
   - Assistance to integrate school-based and work-based learning
   - Encouraging participation of employers
   - Job placement, continuing education, or further training assistance
   - Collection and analysis of postprogram outcomes of participants
   - Linkages with youth development activities and industry

At the sunset of this legislation in 2001, states will be required to continue their School-to-Work systems without the STW funds. Illinois has received a federal implementation grant to integrate School-to-Work legislation as a State initiative, titled Education-to-Careers. In keeping with the stated focus of STWOA, the philosophy of Education-to-Careers is that all learners are better equipped for quality work when provided with opportunities to participate in programs that integrate school and work-based learning, career-technical, and academic education.

Eligible Populations

"All students" defined by this law, means every learner regardless of unique needs, backgrounds, or circumstances. Each student has the right to be guided and supported through his or her educational endeavors. Single parents, migrants, dropouts, or learners with disabilities, academic or economic challenges, limited English proficiency, learners who are academically talented, or nontraditional by age or gender as related to program placement and careers should be provided the academic, occupational, and support services needed to succeed.

Reform Focus

STWOA is a school improvement strategy that can increase the quality and relevance of education to work. STWOA can help students to achieve high-level academic and occupational skills, to participate in postsecondary education and advanced training, and to move into high-skill careers. Students have an opportunity to learn academic subjects by seeing knowledge applied in the real world and job-specific skills with strong academic grounding. STWOA is related to the national reform movement by improving the way we prepare students for life-long learning. Illinois' ETC initiative supports systemic change that should impact every student.

Seamless Education and Workforce Development Systems

STWOA, together with WIA, Perkins III, and Goals 2000, communities and states can develop sustainable systems by building on and coordinating existing efforts in education reform, workforce development, and economic development. New levels of collaboration within the state and alignment of various initiatives to maximize funding in support of education reform and employment goals is the intent of STWOA. STWOA brings together local educators, employers, workers, government, community-based organizations, parents, and teachers as teams to help local students succeed. The role of education is to prepare each student for a successful future by increasing his or her knowledge, skills, and abilities and making the transition from school to work seamless. Partnerships between education and employers can provide high-quality, worksite-based learning opportunities, which combine academics and occupational skills.

Emphasis on Flexibility

STWOA gives states the flexibility and autonomy to design and implement their own programs based on regional economic and labor market needs. They have the flexibility to choose their service-delivery mechanisms and develop meaningful business/education partnerships to better serve learners by providing relevant work experiences and career awareness and development activities.

Accountability

STWOA requires core competencies and goals but does not mandate the means to achieve these goals. At the local level, the law requires that employers, educators, union representatives, and learners be included in all STW partnerships. It also encourages participation by other groups with a stake in the system such as parents, local elected and appointed official, community-based organizations, proprietary institutions, higher education, and private industry councils. In Illinois, there are goals and objectives that the partnerships must address in their plans. The STWOA does not federally mandate the need to address particular target populations, nor require the adoption of certain strategies. The law, however, explicitly mentions that all learners have access to STWOA programs.

Partnerships Encouraged by STWOA

The following federal legislation can be coordinated with STWOA to achieve the goals and objectives of providing all learners with opportunities for success:

- Workforce Investment Act: Title II – Adult Education
- Perkins Act
- Elementary & Secondary Education Act
- Higher Education Act
- Social Security Act (Part F of Title IV)
- Goals 2000: Educate America Act
- Individuals with Disabilities Education Act

Sample Activities to Serve Special Populations

- Analyze post-high school employment experiences of high school dropouts.
- Develop student retention practices with localities.
- Coordinate strategies for out-of-school, at-risk, and disadvantaged youths.
- Ensure procedures for equitable participation of all students in STWOA programs.
- Provide procedures that will be used to ensure the participation of young women.
- Address needs of students from rural communities.
- Implement procedures to be used by the state to facilitate the transition of students into additional training programs or to further educational opportunities.
- Provide programs to assist at-risk students, low-achieving students, and students with disabilities in graduating from high school, further education, and/or transition to work.
- Obtain the assistance of organizations that are successful in working with school dropouts and at-risk students for recruitment.

Goals 2000: Educate America Act
Public Law 103-227 Summary

Signed into law on March 31, 1994, Goals 2000: Educate America Act launched the national commitment for improving education and ensuring that all children reach high academic standards. Goals 2000 established a framework to help local agencies and states raise academic standards and improve teaching and learning through standards-based education reform. The intent of the Act is to align assessment and accountability and to revise teacher education and professional development to provide every child with quality education.

Highlights

Goals 2000, a strong force in the implementation of such aligned reform, supports school improvement efforts by implementing the following Titles of the Act.

Title I: National Education Goals

Set forth national goals for education, to be achieved by the year 2000, in the following categories

- School readiness
- School completion
- School achievement and citizenship (including physical and health education)
- Teacher education and professional development
- Mathematics and Science
- Adult literacy and lifelong learning
- Safe, disciplined, alcohol-and drug-free schools and
- Parental involvement

Title II: National Education Reform Leadership, Standards, and Assessment

Part A: National Education Goals Panel - Established the National Education Goals Panel in the executive branch.

Part B: National Education Standard and Improvement Council - Established the National Education Standards and Improvement council in the executive branch.

Part C: Leadership in Education Technology - Directs the Secretary to carry out activities for Federal leadership in educational technology, including:

1. A national long-range technology plan and
2. Assistance to States to plan effectively for the use of technology in all schools

Part D: Authorization of Appropriations - Authorizes appropriation for the Panel, the Council the opportunity -to-learn development grants, and assessing, developing, and evaluating grants.

Title III: Local and State Education Systemic Improvement

Establishes a five-year grant program for local and state education systemic improvement.

Sets forth requirements for state improvement plans, including strategies for

- improving teaching and learning (including standards for content, student performance and opportunity-to-learn)
- system governance, accountability, and management
- parental and community support and involvement
- state system-wide improvement
- promoting bottom-up reform and
- coordination with school-to-work programs and of the integration of academic and vocational instruction

Section 311

Authorizes the Secretary to waive requirements and related regulations of specified federal laws in relation to education upon request of State Educational Agencies (SEAs), Local Educational Agencies (LEAs), and schools if such requirements impede their ability to carry out the local or state education improvement plans, and if other conditions are met.

Education Flexibility Partnership Demonstration Act - Requires the Secretary to carry out an education flexibility demonstration program wherein up to six designated State may waive certain statutory or regulatory requirements.

Section 314

Authorizes the Secretary to provide for national leadership activities, including technical assistance, integration of standards, demonstration and model projects, data-gathering, research evaluation, and information dissemination. Reserve funds for grants are available to urban and rural LEAs with large numbers of concentrations of economically disadvantaged student or those with limited English proficiency, to assist in school improvement plans development and implementation.

Title IV: Parental Assistance

Authorizes the Secretary to make annual grants to nonprofit organization to provide training and information to parents of children aged birth to five years and children enrolled in participating schools and individuals who work with such parents.

Title V: National Skill Standards Board

Title VI: International Education Program

Title VII: Safe Schools

Safe Schools Act of 1994 directs the Secretary of Education to make competitive grants to eligible LEAs for projects to achieve National Education Goal Six by helping to ensure that all schools are safe and free of violence.

Title VIII: Minority-Focused Civics Education

Minority-Focused Civics Education Act of 1994 authorizes the Secretary to award grants to eligible entities to develop and implement seminars in U.S. government and civics for elementary and secondary school teachers and other educators who work with minority and Native American students. Authorizes appropriations.

Title IX: Educational Research and Improvement

Educational Research, Development, Dissemination, and Improvement Act of 1994

Part I: Amendments to the Carl D. Perkins Vocational and Applied Technology Education Act – Amend the Perkins Act to include postsecondary employment and training programs among those whose common occupational information needs must be met by the system developed and implemented by the National Occupational Information Coordinating Committee.

Section 991 - Requires each State board of higher education to develop a data collection system whose results can be integrated into the occupational information system.

Title X: Miscellaneous

Part A: Miscellaneous Provision

Section 1012: Expresses the intent of the Congress that the Federal Government should provide communities and states with adequate resources under the Americans with Disabilities Education Act.

Eligible Populations

Students and all children from a broad range of backgrounds and circumstances, including disadvantaged, with diverse racial, ethnic and cultural backgrounds, individuals with disabilities, drop outs, migrants, or academically talented students.

Reform Focus

Goals 2000 has been a driving force in educational reform toward the goal of ensuring that children are learning what they need to learn in order to succeed in today's technological world. Goals 2000 established eight national goals for the improvement of schools, K-12. The additional provisions of the Act include creation of a National Education Goals Panel to report on the nation's progress, review standards in mathematics, science and other academic subjects, and certify state standards for content, student performance, opportunities to learn and student assessment systems. Titles I through Title IX address reform in leadership, standards, assessment, local and state systems, and educational delivery system. Goals 2000 provides the funding and framework to help local and state educational agencies to implement reforms geared towards high standards, and quality teacher professional development.

Seamless Education and Workforce Development

Many local and state educational agencies are using Goals 2000 funds to build partnerships to initiate or expand local education improvement plans. The funds provide communities and states with a voluntary opportunity to strengthen and broaden their reform efforts by developing a coordinated, flexible, coherent system of education and workforce development plan. Through partnerships and coordination between educators, parents, businesses, and industry, a clear and rigorous standard for what every student should know and be able to do can be better aligned. In preparation for the demand of high-skilled labor market , Goals 2000 Act places strong emphasis on improving teaching and learning through the use of educational technology.

Focus on Quality

The Goals 2000 Act focuses on improvement efforts and high expectations and achievement of all students. The National Education Goals were established to promote quality education, and reform. The goals are in the following categories: school readiness, school completion, student achievement and citizenship, teacher education and professional development, mathematics, and science, adult literacy and lifelong learning, safe discipline, alcohol and drug free schools, and parental participation. These goals will improve the environment for student learning as well as promote school improvement.

Emphasis on Flexibility

Goals 2000 provides resources to states and communities with the flexibility to develop and implement their own improvement efforts. Schools and states that receive Goals 2000 funds can use them for a wide range of school improvement activities that reinforce local approaches to helping all students learn the basics and the core subjects.

Partnerships encouraged by Goals 2000: Educate America Act

- School to Work Opportunities Act
- Carl D. Perkins and Applied Technology Act of 1998
- Elementary and Secondary Education Act

Sample Activities to Serve Special Populations

Each local and state agency is to support its own unique approach in improving education with Goals 2000 grants.

- Develop broad-based citizen panels responsible for developing comprehensive statewide school improvement plans.
- Outreach/recruitment, retention, guidance, counseling, or supplementary services.
- Networking with agencies and organizations available to support additional educational and recreational opportunities for special populations.
- Upgrade teacher skills, student assessments, curriculum and instruction.
- Build new local partnerships among schools, parents, businesses, colleges, and communities to improve education.
- Participatory planning activities
- Technology as a tool for teaching academic content
- Technology to make accommodations and adaptations in instruction for students with disabilities
- Preservice and professional development for teachers and administrators to work with members of special population
- Grant funding to address specific populations in need of additional support
- Training modules/workshops to enhance parents' roles in student learning
- Development of material to guide parents in working with their children
- Other activities to support student success

Individuals with Disabilities Education Act (IDEA '97) Public Law 94-142 Summary

IDEA's 1997 revisions are aimed to strengthen academic expectations and accountability for the nation's 5.4 million individuals with disabilities and bridge the gap that has too often existed between what these individuals learn and the regular curriculum. The basic overarching purpose of IDEA is to ensure that all students with disabilities (ages 3-21) have available to them a free appropriate public education that emphasizes educational and related services designed to meet their unique needs and prepare them for employment and independent living. IDEA also ensures protection of the rights of students with disabilities and their parents, and assistance for educational service agencies, localities, states, and federal agencies to provide education to all individuals with disabilities.

Highlights

The amended provisions shift from the original IDEA to the current version in the ways listed below. The original IDEA prescribed a series of events such as referral, evaluation and testing, placement, etc. However, the current version of IDEA advocates a comprehensive process of identifying and serving learners with disabilities. Components of this comprehensive process are listed below.

- Access to the general curriculum for students with disabilities
- Involvement of regular education teachers and parents in the Multidisciplinary Conference (MDC) and Individualized Education Plan (IEP) process
- Specific regulations on MDC protocol and IEP development
- Transition planning requirements, related services, and supplementary aids and services
- Accountability and assessment measures
- Importance and relevance of "free and appropriate public education (FAPE)" and the determination of the "least restrictive environment (LRE)"
- Assurance of safe and well-disciplined schools
- High quality, intensive professional development for all personnel who work with individuals with disabilities

Eligible Populations

IDEA identifies and defines twelve disabilities that are served under IDEA legislation: (1) autism, (2) deaf-blindness, (3) deafness and hearing impairment, (4) emotional disturbance, (5) mental retardation, (6) multiple disabilities, (7) orthopedic impairment, (8) other health impairment, (9) specific learning disability, (10) speech and language impairment, (11) traumatic brain injury, and (12) visual impairment. In order to receive special services and supports under IDEA, it must be determined that the student's disability adversely affects the student's educational performance. For additional information on each disability's definition, resources specific to the disability, and strategies for success in school and work, please refer to Chart 3-E(b): Disability Conditions and "Strategies to Assist Individuals with Disabilities" in the Resources section.

Focus on Reform and Quality

A major focus of IDEA '97 is on providing students with disabilities the same access to the general education curriculum as the general education students. Access to general education classes and to the options available to regular education students ensures students with disabilities placement in the least restrictive environment. Placement in the least restrictive environment does not necessarily mean placement in a regular education classroom, and this piece is often misinterpreted. Key terms to appropriate understanding of this concept are "access to" vs. "placement in." Quality education, individual placement, and specialized instruction ensures that students with disabilities have access to the general education curriculum.

Seamless Education and Workforce Development System

Transition from education to the workforce can be overwhelming for any student, especially students with disabilities if the appropriate transition services and supports are not in place. IDEA assures that all students with a disability begin transition planning by the age of 14. Specific provisions of the transition plan must be noted on the IEP and carefully evaluated and monitored by the student's case manager. The transition plan provides quality support, services, accountability measures, and a student-led path from school to the workforce.

Emphasis on Flexibility

Coordination and collaboration between and among educational professionals and parents is required by IDEA and, thus, requires flexibility and openness to suggestions and ideas on the parts of all stakeholders. All stakeholders must be willing to work collaboratively in regards to the referral process, assessments, career development and transition-related supports, and services, as appropriate.

Accountability

Each individual is held strictly accountable for their responsibilities in furthering the education of students with disabilities. Accountability varies, depending on the responsibilities of the individual and their relationship to the students. The State Board of Education is ultimately held accountable for assuring that special education services are provided to every qualified student.

Partnerships encouraged by IDEA

Within schools, the collaboration between special education teachers, regular education teachers, counselors, social workers, school psychologists, special education directors, and administration is key to improving the education of students with disabilities. Schools partnering with outside agencies (DHS/ORS, Big Brothers/Big Sisters, etc.) and collaborating with other initiatives (ETC, Tech Prep, etc.) will also significantly improve the educational process of students with disabilities.

Sample Activities to Serve Special Populations

Please refer to "Strategies to Assist Individuals with Disabilities" in the Resources section for specific supportive activities for each disability as identified by IDEA.

The Americans with Disabilities Act in Review

Students, instructors, staff, and employers should be aware of the impact of this Act on individuals with disabilities.

Over 49 million working age Americans with disabilities are able to find employment, access public accommodations, communicate, and travel more freely than ever before. Much credit for this success may be given to the American with Disabilities Act (ADA) of 1990 which provides guidelines to protect the civil rights of employees with disabilities, remove barriers for success in the workplace, and tap the potential of the entire laborforce, including individuals with disabilities. It is appropriate to celebrate the ADA as companion legislation to the existing Sections 503 and 504 of the Rehabilitation Act of 1973, and to assist those who are supported and affected by this legislation to understand its provisions.

Highlights

The American with Disabilities Act of 1990 has the following major components:

Title I	requires that employers recruit, hire, retain, and promote qualified persons with disabilities without discrimination, and provide reasonable accommodations for the known limitations of qualified applicants.
Title II	requires that state and local government entities, programs, and transportation be accessible to people with disabilities for the known limitations of qualified participants.
Title III	requires that programs, goods, and services owned, operated, and/or offered by private entities to the public be made accessible.
Title IV	requires that telecommunication services, specifically tele-typewriter relay systems, be accessible twenty-four hours per day to persons with hearing and speech impairments.
Title V	supports, among its miscellaneous provisions, the definitions and guidelines of the first four Titles. Other topics covered include: when states can be sued, how technical assistance for complying with the ADA will be provided, and the exclusion of drug users.

Implications of the ADA for Colleges, Universities, and Potential Employers

Title I

EXAMPLE. *Jim holds a Ph.D. in educational administration and has an impressive vita showing experience as a former instructor, guidance counselor, and superintendent of schools. He has applied for a position as dean of instruction in the local community college. From his reputation for excellence in the educational arena, the search committee knows him to be a likely candidate. They also know that due to muscular dystrophy, he is a wheel chair user and may need specially adapted computer and communication equipment. Although the college has complied with both the letter and the spirit of the law in its architectural accessibility, they have not purchased these latter types of accommodations that Jim may require. Recognizing his potential, the committee members are considering Jim's application. If they find him to be the most qualified candidate, how can/should they proceed in discussing any need for accommodation?*

Title I Key Concepts

This Title applies to the postsecondary agency in its role as employer of faculty and staff members only. Students with disabilities, although unaffected by Title I unless they are employed within the agency (e.g., a work-study program employee), may find it useful to reference the employers' responsibilities listed here.

- ➤ Employers with 15 or more employees may not discriminate against qualified individuals with disabilities.
  - A "qualified individual with a disability" is defined as one who can perform the essential job functions either with or without reasonable accommodation.
  - "Essential job functions" are those which are currently basic or primary to the position and often need to be determined on a case-by-case basis.
  - "Reasonable accommodation" means modification or adjustment to the job application process, modification to the work environment to the manner in which the job is customarily performed, or modification or adjustment to allow the equal enjoyment of benefits and privileges of employment.
- ➤ Reasonable accommodations for individuals with disabilities are not required if providing them would result in undue hardship for the employer.
  - "Undue hardship" is defined as an action requiring significant difficulty or expense, one that is unduly costly, extensive, substantial, disruptive, or that will fundamentally alter the nature of the employment. This determination is based upon the overall financial resources of the employer.
- ➤ Jobs in the local and state government funded entities are covered under the ADA, as federal government jobs have been since the passage of The Rehabilitation Act of 1973.
- ➤ Assessment examinations and other screening procedures must be completed in accessible environments with appropriate accommodations provided.

Title I Accommodations

EXAMPLE OPTIONS. After reviewing the Title I provisions, the search committee interviews all candidates for the dean's position in an accessible conference area. Throughout the process, it is clear that Jim is the most qualified of the applicants, understands the duties that are expected, and is capable of performing those that are specified as essential. Therefore, they unanimously vote that Jim be invited to fill the vacancy based upon his skills, and recommend to the President that he be hired. Any discussion of his needed accommodations will be conducted after an offer has been made and before his work begins.

Title II

EXAMPLE 1. *Stephanie is applying for entry into an engineering technology program that includes an apprenticeship experience. She knows that she needs to disclose her severe hearing loss in order to receive the needed accommodations, one of which is an interpreter. Will her disability keep her from getting into and succeeding in the program? What accommodations does she have a right to expect from the educational agency and also from the potential employer in the apprenticeship? Can she manage the social interactions necessary in both places?*

EXAMPLE 2. *Hernando is enrolled in a career-technical education program. He is a wheelchair user and relies on city buses for transportation to the college. The public transit authority has begun to improve accessibility by increasing the number and frequency of accessible buses, however, the current schedule does not fit with Hernando's needs this term. As a result, Hernando's participation in the program is jeopardized. What accommodation does Hernando have a right to expect?*

***EXAMPLE 3.** Ralph, a student with severe dyslexia, is enrolled in a food service program. Since Ralph experiences difficulty in reading, he tape records all lectures and reviews them later using photocopies of lecture notes written by a classmate. He finds that using a magnifier or ruler to increase focus when reading forms or recipes makes him less likely to transpose important numbers and words. Looking up words by their phonetic spellings in his pocket dictionary, Ralph can key words correctly into the computer when writing required reports. Conscientiously, he makes sure his work is readable by using the computer spell check. At exam time, Ralph requests that he be allowed to have the written test read to him outside of the class. He can then dictate the answers to the reader who will record his responses. The instructor agrees that this extended time and assistance will allow Ralph to demonstrate his skills fairly. Ralph's peers, however harass him about the many "special favors" he already receives in class and complains to the dean that Ralph is being given preferential treatment. Does Ralph have a right to pursue an alternative testing accommodation?*

Title II Key Concepts

This two-part Title applies to the postsecondary agency if it is owned and operated by federal, state, or local governments. Individuals with disabilities are supported by Subtitle A as they access these publicly-owned facilities, services and programs, and by Subtitle B as they use most forms of public transportation. Educators can assist both students and employers to understand their respective rights and responsibilities.

- Public entities will be accessible to individuals with disabilities. The term "public entity" is defined as any department, agency, special purpose district, or other instrumentality of a state or local government.
- There may be no discrimination because of insurance constraints.
- New buses, rail vehicles, and stations must be accessible.
  Transit authorities must provide comparable paratransit or other special transportation services to individuals with disabilities who cannot use fixed route bus services. (Public school transportation is covered in Title III.)
- Participation should be in the most integrated setting possible.
- Reasonable accommodations and modifications in policies, practices, and procedures must be made, as necessary, to avoid discrimination on the basis of disability.
- There may be no discrimination through eligibility, contract, or association.

Title II Accommodations

EXAMPLE 1 OPTIONS. Stephanie is reminded by her career counselor of her right to expect the educational agency and potential employer to consider her qualifications without discrimination. She recognizes that if accepted into the program, she can expect accommodations which will help her to succeed not only academically, but also during the apprenticeship experience. These accommodations may include interpreters for interviews, training experiences, and important meetings and lectures, as well as materials and equipment which are modified according to her needs and integrated into the classroom and work settings as much as possible.

Following her acceptance into both the engineering technology program and the apprenticeship, Stephanie realizes that many of her peers and co-workers have had little experience with individuals who have severe hearing losses. In order to help them feel comfortable, she shares information about her disability and necessary accommodations and invites questions concerning ways in which they might interact with her.

EXAMPLE 2 OPTIONS. When Hernando describes this situation to his program advisor, their first thought is that the transit authority must provide accessible transportation. After researching the ADA and the planned actions of the transit authority, it is determined that all efforts are being made to meet the accessibility plan that has been filed with the federal government. Further, it would be considered "undue hardship" for the transit authority to speed up its implementation. While the college is not required by law to make a change in the class schedule, the advisor and program staff members decide to do so. Accommodation to Hernando's transportation needs can be accomplished without major disruption in the schedules of rooms, faculty, and other students. This solution meets Hernando's immediate needs and promotes relationships which can assist him with future accommodations.

EXAMPLE 3 OPTIONS. In a scheduled conference, Ralph, the dean, and the instructor discuss the various accommodations which Ralph is making for himself and receiving from others on a daily basis to ensure his success. They agree that the legal issue in the exam situation is one of equal access. Not only does Ralph have a right to an alternative testing accommodation, it is unfair not to allow it. A further issue is the behavior of Ralph's peers which, though not illegal, is rude and unacceptable. The supervisors support Ralph's decision to discuss with his classmates the individual's right under Section 504 and the ADA to certain accommodations given a documented need. By this understanding, he hopes to increase their mutual acceptance of unique needs and skills.

Title III

EXAMPLE 1. *Susan is required to attend a three-day career seminar at a local hotel as part of her college food service Tech Prep program. In addition to the requirement, Susan is considering this particular site as a place of potential employment in keeping with her ambition to become a hotel dining room manager. Since she uses a motorized scooter for mobility, at her instructor's suggestions, she calls ahead to inquire about public transportation and hotel accessibility. The transit company and hotel staff assure her that they will have no trouble accommodating her needs. However, upon her arrival, she finds that the seminar enrollment is larger than anticipated and while there is a vacant chair, the remaining space is not sufficient to permit Susan and her scooter to access the room. The sales and catering representative informs them that this is the only room available—all others are engaged for the day. What are her options?*

EXAMPLE 2. *Janice, a health occupations instructor at a local private college is told that Jeff, a student who is functionally blind and uses a guide dog, is enrolled in her class for the fall term. Janice knows of Jeff from seeing him on campus and is familiar with several accommodations which are possible for her to use in the classroom which will make the instruction more clear and communication easier. However, she has misgivings about the presence of the dog in the related laboratory where sterile conditions are maintained and expensive equipment might be knocked over. What are Jeff's rights and what are Janice's?*

Title III Key Concepts

This Title defines the facilities, programs, and services which must be provided by privately-owned entities which offer public access. Included are private colleges and universities if they are not wholly owned and operated by a religious organization. Students making the transition from education to employment should be aware of public places that are not currently accessible. Students and advocates can inquire about the legal compliance of these public places and assist them in developing plans.

- ➤ Barriers in public buildings such as restaurants, hotels, theaters, and day care centers must be removed or adapted toward accessibility if this is readily achievable.
  - "Readily achievable" is defined as easily accomplishable and able to be carried out with little difficulty or expense. (Deschamps, n.d., p.3)
- ➤ Entities such as hotels that provide transportation for guests must provide equivalent services to individuals with disabilities.

- Surcharges to cover the costs of accessibility may not be imposed solely on persons with disabilities.
- As true in Titles I and II, modifications must be made to allow the presence/use of service animals.

Title III Accommodations

EXAMPLE 1 OPTIONS. The community college has no voice in Susan's situation with the hotel. Susan knows that she is on her own. However, she is well-versed in her rights and is skilled at being kind but firm as she expresses her needs. She asks the seminar coordinator to call the hotel manager and see if together they can work out a solution. The manager apologizes, surveys the hotel options, and works with the staff to move the seminar to a banquet facility ordinarily reserved for food functions in the dining area. Impressed with Susan's assertiveness and matter-of-fact style, the manager enlists her help to provide overdue training to the staff regarding the ADA, the needs of people with disabilities, and the services which they should provide. Since she lives within the hotel shuttle range, transportation is offered to and from the hotel in their accessible van for the remainder of the seminar. Subsequently, Susan's Tech Prep instructor receives a call about the possibility of setting up an apprenticeship program at the hotel.

EXAMPLE 2 OPTIONS. Janice reads a synopsis of the ADA and discusses her concerns with Jeff's advisor. After reviewing her basic requirements for the class, she sees that while she is teaching the need for an antiseptic environment in critical health situations, the school laboratory is merely practice. Therefore, the dog poses no threat to sanitation. Moreover, careful monitoring of the equipment will protect it from unnecessary breakage by anyone - including a sighted clumsy student! Before the term begins, Janice discusses with Jeff other needs associated with the program and potential accommodations (e.g., a talking thermometer and calculator, and a tactile timer) which they can arrange for his success.

Title IV

EXAMPLE. *Sandra, a second year student in the construction trades program, is suddenly left with deafness following a serious viral infection. She feels well enough to continue her studies but does not know how to communicate with her instructor about the assignments she has missed. She has many questions about available assistance in the classroom and whether she can function in the school setting where she would be expected to interact with others and access information typically spoken on campus during the course of a day. What services are available to help Sandra communicate?*

Title IV Key Concepts

This Title provides support to all individuals who need telephone communication assistance due to a hearing or a speech disability. Educators need to know that these services are required by law and familiarize themselves with their campus locations. Note: Other services which can be provided in postsecondary settings are covered in Titles II and III, rather than Title IV.

- Companies offering telephone services to the general public must offer telephone relay services to individuals who are deaf or have speech impairments. Tele-typewriters/telecommunications devices (TTY) or similar technology is available with an 800 number in all states; in Illinois, it is 800/526-0857.

Title IV Accommodations

350

EXAMPLE OPTIONS. Sandra goes to her advisor with a friend who has made the appointment and can help her communicate. The advisor knows about TTY relay services and gives her an 800 number for access locally. From any telephone equipped with a tele-typewriter/telecommunications device (TTY), she can contact the advisor or the instructor, and an operator will relay her message. A return message can be typed in the same fashion. In addition, the advisor directs her to the Office of Disability Concerns where she learns of other resources and services (e.g., interpreters, "real-time" captioning, notetakers, visual warning systems, and electronic mail) which are addressed by ADA Titles II and III, and potentially offered by the institution and future employers to assist her in her interactions and ensure her success.

Title V

Title V Key Concepts

This Title provides a variety of information which applies to Titles I-IV and has little or no direct bearing upon postsecondary education. Educators should know that technical terminology, definitions, and provisions are outlined here.

- Miscellaneous provisions are specified including an outline of when states can be sued, and how technical assistance for complying with the ADA will be provided. It also amends sections of the Rehabilitation Act of 1973 to exclude illegal drug abusers from its coverage.
- As in other Titles, it identifies a person with a disability as "someone with a physical or mental impairment that substantially limits one or more major life activities." It prohibits anyone from harassing/retaliating against or obstructing someone who is exercising the rights granted or protected by this Act. It states that individuals are not required to accept offered accommodations, aids, services, opportunities, or benefits.

ADA . . . Frequently Asked Questions

Q. What is the relationship between Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990?

A. Both pieces of legislation are broad Civil Rights statutes which provide for individuals with disabilities and assure integrated settings, equal opportunity, and physical accessibility. The basic focus of Section 504 of the Rehabilitation Act is on access to programs and services which are available through federally funded programs, including those institutions of higher education that receive federal funds. The ADA expands these access rights with attention to employment and the services required for persons with disabilities to travel to, participate in, and succeed in the world of work. Ideally, individuals with disabilities have access to preparatory educational programs and services which lead toward employment. These may include such education programs as Tech Prep, apprenticeship, and cooperative education. Training in basic skills and work ethics are an assumed foundation.

Q. What aspects of the law are the responsibility of individuals with disabilities?

A. Individuals with disabilities are responsible for providing documentation of their disability to institutional representatives and employers, and making appropriate requests regarding the services and adaptations necessary for success.

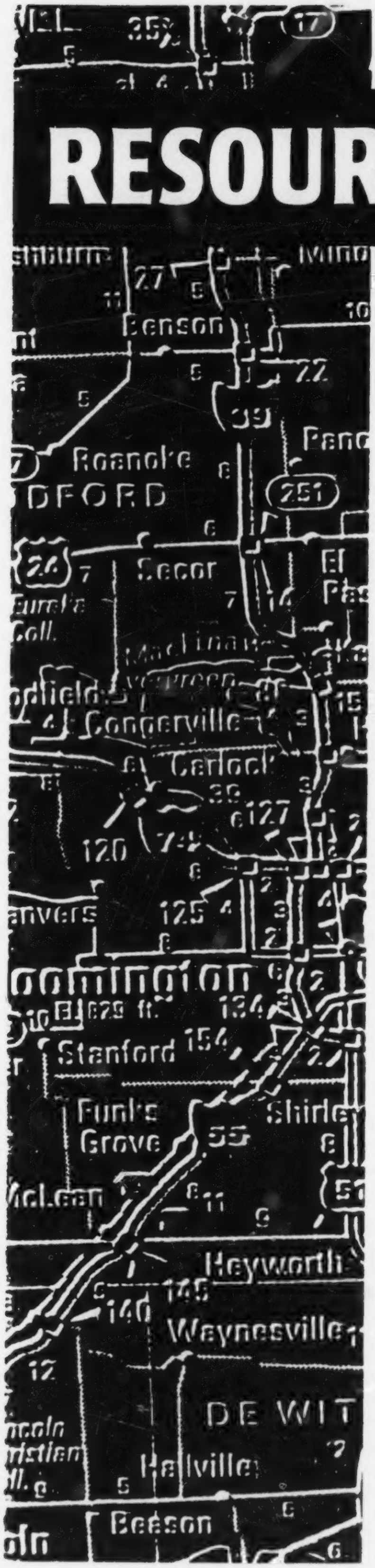
Q. What aspects of the law are the responsibility of the institution?

A. Institutional responsibilities include working with individuals with disabilities to identify and provide services and accommodations that ensure access to educational opportunities.

Q. How can one be sure that employment efforts are conducted equally for individuals with and without disabilities?

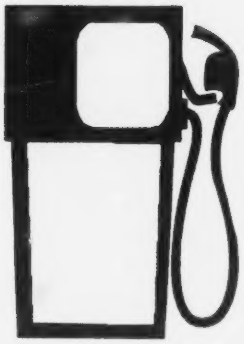
A. Employee recruitment activities should be diverse enough to attract all qualified individuals with disabilities. Screening procedures should include appropriate opportunities for otherwise qualified individuals to apply. The job descriptions should indicate that the essential functions of the job can be performed with reasonable accommodations in place. All employees should feel confident that employers are meeting both the spirit and the letter of the law.

RESOURCES


Benson
Roanoke
Secor
Congerville
Carlock
Stanford
Funk's Grove
Shirley
McLean
Heyworth
Waynesville
DE WIT
Hallville
Beason

A. Strategies to Assist Individuals with Disabilities
B. Work-Related Student Competencies
C. Workplace Skills and Career Development Competencies
D. Nifty Activities & Strategies – To Achieve Perkins Core Indicators
E. Nifty Ideas
    1. For Integrating Basic Academic Skills & Careers
    2. For Mentoring
    3. For Applauding Efforts of Businesses and Communities
    4. For Recruitment and Marketing Career-Technical Education
    5. For Parent Involvement
F. Nifty Ideas for Serving Special Populations
    1. For Assisting Individuals Who Are Economically Disadvantaged
    2. For Meeting the Needs of Individuals with Disabilities
    3. For Meeting the Needs of Individuals Pursuing Nontraditional Occupations
    4. For Working with Single Parents/Displaced Homemakers/ Single Pregnant Women
    5. For Working with Limited-English-Proficient Learners
    6. For Equitable Participation
    7. To Detect and Wipe Out Ethnic and Gender Stereotyping
G. Website Resources
H. Additional Publications
I. Additional Organizations

Fueling the Bus



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Strategies to Assist Individuals with Disabilities

Autism

Resources:

Autism Society of America
7910 Woodmont Avenue, Suite 650
Bethesda, MD 20814
(301) 657-0881
(800) 328-8476

Institute for the Study of Developmental Disabilities
Indiana Resource Center for Autism
Indiana University
2853 E. 10th Street
Bloomington, IN 47408-2601
(812) 855-6508

Autism Hotline
PO Box 507
Huntington, WV 25710-0507

Autism National Committee
7 Teresa Circle
Arlington, MA 02174

Center for the Study of Autism
www.autism.org

Autism Society of America
www.autism-society.org

Autism Network International
www.youth.uiuc.edu/~bordner/ani.html

Autism and Sensory Impairments Network
www.serve.com/ozie/autism.html

National Information Center for Children and Youth with Disabilities
www.aed.org/nichcy

National Transition Network
www.stw.ed/gov

Definition

Autism is a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three (3) that adversely affects a child's educational performance. Characteristics include repetitive activities/movements, resistance to environmental and daily routine changes, and unusual responses to sensory experiences. Autism **does not** apply if a child's educational performance is adversely affected because the child has an emotional disturbance.

Strategies for Success

- Provide a daily agenda ensuring that youth are aware of and understand the sequence of daily events, such as when they begin and end.
- Model appropriate social behavior.
- Concentrate on improving effective interpersonal communication skills.
- Present learning material visually and verbally.
- Model and teach appropriate social, behavioral, and living skills.
- Place youth in positions that capitalize their strengths.
- Write down and verbalize daily work tasks.
- Keep day to day tasks consistent and predictable.
- Develop programs with parents so that activities and approaches can be carried over to the home environment.
- Provide co-workers with training on autism and offer specific suggestions for improving communication skills with autistic employees.
- Establish networks between family, school, employer, and human service agencies.
- Encourage learners to take an active role in their individual education plans (IEP).
- Teach individuals when it is appropriate to disclose disabilities and how to articulate strengths and weaknesses.
- Encourage individuals to participate in community activities.
- Establish peer support groups.
- Establish rapport with professional organizations.

Deaf-Blindness

Resources:

Helen Keller National Center Headquarters
111 Middle Neck Road
Sands Point, NY 11050-1299
(506) 944-8900 or
(516) 944-8637 (TTY)

The National Coalition for the Blind
Perkins School for the Blind
175 N. Beacon Street
Watertown, MA 02172
(617) 972-7220

U.S. Department of Education Service for Children with Deaf-Blindness Program
600 Maryland Avenue SW
Washington, DC 20202
(202) 205-8165

Teaching Research Assistance to Children and Youth Experiencing Sensory Impairments (TRACES)
Western Oregon State College
345 N. Monmouth Avenue
Monmouth OR 97361

Deaf Students in Transition
www.gallaudet.edu/[illegible]adsweb/transiti.html

National Information Clearinghouse on Children Who Are Deaf-Blind
www.tr.wosc.osshe.edu/DBLINK

Trace Research and Development Center
www.trace.wisc.edu

Illinois Assistive Technology Project
www.iltech.org

National Transition Network
www.stw.ed/gov

Definition

Deaf-blindness is concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

Strategies for Success

- Teach mobility skills.
- Keep environment free of architectural barriers.
- Teach communication through use of specialized devices.
- Develop language skills.
- Identify learners' strengths and interests.
- Utilize alternative communication devices.
- Provide a workplace mentor or job coach.
- Allow flexibility in the way work tasks are customarily done.
- Allow opportunities to explore a variety of career options.
- Offer patience and guidance in completing work tasks.
- Establish trust.
- Establish links with community service providers (e.g., housing, vocational rehabilitation, and independent living).
- Encourage learners to take the lead in their individual educational programs.
- Provide training opportunities for personnel who will work with learners who are deaf-blind.
- Link learners with community activities.
- Encourage individuals to participate in community activities.
- Conduct an assessment to determine vocational strengths and weaknesses.
- Establish peer support groups.
- Teach learners how to manage their disability.

Deafness/Hearing Impairments

Resources:

American Society of Deaf Children
2848 Arden Way, Suite 210
Sacramento, CA 95825-1373
(800) 942-2723

Journal of American Deafness and Rehabilitation Association
P.O. Box 251554
Little Rock, AR 72225
(501) 663-7074

Journal of Speech and Hearing Disorders
American Speech-Language Hearing Association (ASHA)
10801 Rockville Pike
Rockville, MD 20852
(800) 638-8255

The Alexander Graham Bell Association for the Deaf
3417 Volta Place, NW
Washington, DC 20007-2778
(202) 337-5220

National Information Center on Deafness (NICD)
Gallaudet University
800 Florida Avenue, NE
Washington, DC 20002-3695
(202) 651-5051
(202) 651-5052 (TDD)

National Institute on Deafness and Other Communication Disorders
Communication Avenue
Bethesda, MD 20892-3456
(800) 241-1044
(800) 241-1055 DD/TT
www.nih.gov/nidcd

National Transition Network
www.stw.ed/gov

Definition

Deafness is defined as a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

Hearing impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness.

Strategies for Success

- Allow for a note-taker in the classroom.
- Arrange classroom seating to facilitate speech-reading.
- Introduce learners to the skills, responsibilities, and roles they will need when they enter the full-time employment market.
- Teach appropriate social skills.
- Provide vocational training that includes a core curriculum in interview skills, resume writing, teamwork, cooperation, understanding a paycheck, and other work-related issues.
- Offer intense training in communication skills.
- Provide sign language interpreters at work meetings or conferences.
- Collaborate with rehabilitation services.
- Make use of communication devices such at Text Telephones (TTs, TTYs, or TDDs) or the Telecommunication Relay Service.
- Provide necessary assistive technology.
- Encourage learners to take the lead in their career planning.
- Offer sign language classes to hearing coworkers.
- Schedule necessary speech, language, and auditory training from a specialist.
- Use alternative strategies for communicating daily work tasks or information (e.g., e-mail)
- Establish networks with professional organizations and associations.

Emotional Disturbance

Resources:

American Academy of Child and Adolescent Psychiatry Public Information Office
3615 Wisconsin Avenue, NW
Washington, DC 20016
(202) 966-7300
www.aacap.org/web/aacap

Federation of Families for Children's Mental Health
1021 Prince Street
Alexandria, VA 22314-2971
(703) 684-7710
www.psych.med.umich.edu/web/aacap/fedfemh.htm

National Alliance for the Mentally Ill
200 N. Glebe Road, Suite 1015
Arlington, VA 22203-3754
(703) 524-7600 (800) 950-NAMI
www.cais.com/vikings/nami/index/htm

American Psychological Association
www.apa.org

Mental Health Net
www.cmhc.com/mhn.htm

National Transition Network
www.stw.ed/gov

Definition

Emotional disturbance is a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

(1) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
(2) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
(3) Inappropriate types of behavior or feelings under normal circumstances.
(4) A general pervasive mood of unhappiness or depression.
(5) A tendency to develop physical symptoms or fears associated with personal or school problems.

Emotional disturbance includes schizophrenia but does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

Strategies for Success

- Use behavior modification techniques to help learners master appropriate behaviors.
- Develop learners' social and work behavior skills.
- Teach appropriate verbal and nonverbal communication skills.
- Teach problem-solving skills.
- Allow for natural consequences.
- Emphasize mastery of academic and vocational skills.
- Provide for job shadowing experiences.
- Provide sufficient practice of new skills.
- Provide reinforcement and immediate, consistent feedback.
- Set specific times for certain tasks and maintain this routine.
- Arrange the workplace to limit noise and visual distractions.
- Allow breaks to be scheduled according to individual needs rather than a fixed schedule.
- Develop action plans that empower individuals' successful employment outcomes.
- Provide wrap-around services for families such as respite care and case management.
- Coordinate services between home, school, work, and community.
- Utilize employment consultants to educate employers, facilitate problem-solving, and promote effective communication.
- Establish a multiagency treatment plan, when appropriate.
- Assist in arranging necessary psychological or counseling services.

Mental Retardation

Resources:

The Arc
500 Border Street, Suite 300
Arlington, TX 76010
(800) 433-5255
www.thearc.org/welcome.html

American Association on Mental Retardation (AAMR)
444 N. Capitol Street, NW, Suite 846
Washington, DC 20001
(800) 424-3688
www.aamr.org

The Division on Mental Retardation and Developmental Disabilities (MRDD)
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(703) 620-3660
www.cec.sped.org

National Down Syndrome Congress
1605 Chantilly Drive, Suite 250
Atlanta, GA 30324
(800) 232-6372
www.carol.net/~ndsc

National Down Syndrome Society
666 Broadway, Suite 810
New York, NY 10012
(800) 221-4602
www.ndss.org

Definition

Mental retardation means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.

Strategies for Success

- Use concrete, age-appropriate materials.
- Present information and instruction in small, sequential steps.
- Teach tasks or skills that learners will use frequently.
- Teach social and environmental cues such as where and when to perform a task.
- Teach learners to transfer skills to environments outside the school.
- Teach functional academics.
- Simplify the scope and language of written material.
- Maintain a routine of daily tasks.
- Give daily tasks instruction in small, sequential steps. If necessary, write down or provide a picture card of daily tasks.
- Be consistent in work requests and keep the work tasks structured.
- Encourage interactions with coworkers.
- Set up partnerships with Department of Rehabilitation Services and other adult agencies.
- Assist in arranging transportation to and from work.
- Coordinate support efforts.
- Allow for flexible scheduling options to allow youth the opportunity to participate in programs such as job shadowing without unduly effecting the school schedule.
- Utilize a network of friends and family to locate jobs.
- Link the learners with recreational and social activities.

Multiple Disabilities

Resources:

ABLEDATA
Newington Children's Hospital
181 Cedar Street
Newington, CT 06111
(203) 667-5200
www.abledata.com/indx.htm

The Association for Persons with Severe Handicaps (TASH)
29 West Susquehanna Avenue
Suite 210
Baltimore, MD 21204
(410) 828-8274
www.tash.org

United Cerebral Palsy Association, Inc.
1660 L Street NW, Suite 700
Washington, DC 20036
(800) 872-5827
www.ucpa.org

National Rehabilitation Information Center (NARIC)
8455 Colesville Road, Suite 935
Silver Spring, MD 20910-3319
(800) 346-2742
www.cais.net/naric

TRACE Research and Development Center
S-151 Waisman Center
1500 Highland Avenue
Madison, WI 53705-2280
(608) 262-6966
www.trace.wisc.edu/

Elsevier Science, Inc.
655 Avenue of the Americas
New York, NY 10010
(212) 633-3750

National Institute on Disability and Rehabilitation Research
www.icdi.wvu.edu

National Transition Network
www.stw.ed/gov

Definition

Multiple disabilities is defined as concomitant impairments (e.g., mentalretardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments.

Strategies for Success

- Integrate learners with their nondisabled peers.
- Teach functional skills and age-appropriate social skills.
- Help the individuals develop necessary communication skills and teach self-expression skills to them (e.g., use of computers).
- Teach individuals how to use appropriate adaptive equipment (e.g., typewriters, headsticks, and clamps).
- Use adaptive aids when necessary.
- Teach self-care skills.
- Provide supported employment opportunities.
- Keep the environment free from architectural barriers.
- Make use of technological devices.
- Establish natural work supports.
- Make arrangements in the work setting to provide medication, dietary needs, and self-care requirements.
- Identify and provide appropriate job modifications.
- Identify support and community resources.
- Begin community-based instruction in elementary school.
- Allow for work experience opportunities in the community to help identify specific job task strengths.
- Encourage learners to take the lead in their individual educational programs.
- Establish partnerships with adult services.
- Provide the necessary speech and language, occupational, or physical therapy.

Orthopedic Impairment

Resources:

March of Dimes Birth Defects Foundation
1275 Mamaroneck Avenue
White Plains, NY 10605
www.modimes.org

National Easter Seal Society
230 W. Monroe Street, Suite 1800
Chicago, IL 60606
(800) 221-6827
www.seals.com

National Rehabilitation Information Center
8455 Colesville Road, Suite 935
Silver Spring, MD 20910-3319
(800) 346-2742
www.cais.net/naric

United Cerebral Palsy Association, Inc.
1660 L Street, NW, Suite 700
Washington, DC 20036
www.ucpa.org

The American Physical Therapy Association
www.aed.org/special.ed/ortho.html

National Transition Network
www.stw.ed/gov

Motor/Orthopedic Web Page
www.as.wvu.edu/~scidis/orthopedic.html

Definition

An **orthopedic impairment** is defined as a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomalies (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputation, and fractures or burns that cause contractures).

Strategies for Success

- Teach mobility skills.
- Maintain daily routines.
- Teach self-advocacy skills.
- Increase the individuals self-esteem, self-control, and self-awareness.
- Provide supportive services, program modifications, and facility modifications as needed.
- Provide a workplace mentor or job coach.
- Keep daily tasks consistent.
- Be aware of architectural barriers.
- Arrange for physical and occupational therapy.
- Develop family supports (e.g., counseling, respite care, etc.)
- Teach individuals how to manage their disabilities.
- Conduct an assessment to determine vocational strengths and weaknesses.
- Encourage learners to participate in community activities.
- Encourage learners to take the lead in their individual educational programs.
- Teach individuals when it is appropriate to disclose disabilities and how to articulate strengths and weaknesses.

Other Health Impairment

Resources:

Council for Exceptional Children
Division for Physical and Health Disabilities
1920 Association Drive
Reston, VA 22091
(703) 620-3660

United Cerebral Palsy Association, Inc.
1660 L Street, NW, Suite 700
Washington, DC 20036
www.ucpa.org

Easter Seals Society
www.seals.com

National Transition Network
www.stw.ed/gov

Definition

Other health impairment means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that (1) is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and (2) adversely affects a child's educational performance.

Strategies for Success

- Teach appropriate work behaviors and habits.
- Supplement verbal instructions with visual directions and examples.
- Teach organizational and study skills.
- Teach the individual to advocate for themselves.
- Consider home instruction.
- Write down and post daily work assignments.
- Keep the environment free of distractions.
- Provide regularly scheduled and frequent breaks.
- Arrange for work stations to be accessible to facilities.
- Establish a safe working environment.
- Conduct an assessment to determine vocational strengths and weaknesses.
- Offer first aid instruction to the learners' teachers, employers, and co-workers.
- Provide career planning, school activities, and necessary support as early as possible.
- Establish links between family, school, and work.
- Teach individuals when it is appropriate to disclose disabilities and how to articulate strengths and weaknesses.

Specific Learning Disability	Definition	Strategies for Success
Resources: **Council for Learning Disabilities** P.O. Box 40303 Overland Park, KS 66204 (913) 492-8755 **Learning Disabilities Association of America** 4156 Library Road Pittsburgh, PA 15234 (412) 341-1515 www.ldanatl.org **National Center for Learning Disabilities** 381 Park Avenue South, Suite 1420 New York, NY 10016 (212) 545-7510 **Division for Learning Disabilities** **Council for Exceptional Children** 1920 Association Drive Reston, VA 22091-1589 (703) 620-3660 www.cec.sped.org **National Transition Network** www.stw.ed/gov	A **specific learning disability** is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; or mental retardation; emotional disturbance; or environmental, cultural, or economic disadvantage.	► Teach compensation strategies such as utilizing computers, manuals on tape, and calculators. ► Encourage organizational skills. ► Teach self-check procedures such as a pocket calendar to keep accurate and organized schedules. ► Make career education an integral part of the curriculum. ► Encourage learners to get involved in educational programs that integrate academic and vocational learning. ► Restructure the job to build on individual strengths. ► Provide spelling lists specific to the workplace. ► Color code files. ► Use graphics, diagrams, and flowcharts where possible. ► Introduce a few strategies at a time and teach self-check procedures. ► Write down and prioritize daily tasks. ► Coordinate support efforts. ► Establish peer support groups. ► Teach individuals how to manage their disabilities. ► Clarify workplace manuals and refine organization flowcharts for job clarity. ► Encourage learners to participate in internships, co-ops, apprenticeships and other work experiences. ► Allow for the use of computer and other assistive technology. ► Alter the method examinations, training materials, or policies are presented. ► Provide qualified readers. ► Acquire or modify equipment or devices.

Speech & Language Impairments

Resources:

Cleft Palate Foundation
12 Grandview Avenue
Pittsburgh, PA 15221
(412) 481-1376

American Speech, Language, and Hearing Association
10801 Rockville Pike
Rockville, MD 20852
(800) 638-8255

Division for Children with Communication Disorders (DCCD)
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(703) 620-3660

Learning Disabilities Association of America
4156 Library Road
Pittsburgh, PA 15234
(412) 341-1515
www.ldanatl.org

TRACE Research and Development Center
S-151 Waisman Center
1500 Highland Avenue
Madison, WI 53705-2280

National Transition Network
www.stw.ed/gov

Definition

Speech or language impairment is a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

Strategies for Success

- Teach alternative communication skills such as writing, sign language, use of speech boards, etc.
- Establish communication goals related to the work experience.
- Encourage use of computers.
- Remain patient when communicating with the individual.
- Allow for alternative forms of communicating (e.g., e-mail, pad and pencil).
- Allow time to develop alternative communication skills.
- Ask individuals which methods of communicating daily instruction work best for them (writing tasks down or using e-mail).
- Develop a rapport between the school, the family, the employer, and the speech-language pathologist.
- Provide speech and language therapy as needed.
- Involve the speech-language pathologist in the transition planning.
- Teach individuals how to manage their disabilities.
- Teach individuals when it is appropriate to disclose their disabilities and how to articulate their strengths and weaknesses.
- Conduct an assessment to determine vocational strengths and weaknesses.
- Establish peer support groups.
- Encourage learners to participate in community activities.

Traumatic Brain Injury

Resources:

Brain Injury Association
1776 Massachusetts Avenue, NW,
Suite #100
Washington, DC 20036
(800) 444-6443

Traumatic Brain Injury Project, University of Kansas
www.sped.ukans.edulspedprojects/tbi

TBI Information Project
www.sasquatch.com/tbi

The Perspectives Network
www.tbi.org
www.neurosurgery.mgh.harvard.edu/abta
www.cais.net/naric
www.connix.com/~clpyers/cttbia.htm

National Transition Network
www.stw.ed/gov

Definition

Traumatic brain injury is an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability, psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory; perceptual, and motor abilities; psychosocial behavior; physical functions; information processing, and speech. Does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

Strategies for Success

- Design an appropriate transition plan to meet cognitive, physical, social, and postsecondary goals.
- Assess learners' current abilities and potential.
- Provide career counseling and carefully plan a job placement.
- Determine what job-specific skills the individuals must learn, and teach appropriate work behaviors.
- Teach strategies for increasing memory.
- Keep work tasks specific.
- Demonstrate new tasks.
- Speak clearly and concisely.
- Provide a workplace mentor or job coach.
- Keep the environment free from distractions.
- Assist the learners in developing an individualized career plans.
- Allow for a range of employment opportunities.
- Break job tasks down into steps or a sequence.
- Coordinate support services for the learners and their families.
- Coordinate technical assistance and specialized support for employers.
- Establish links with the medical rehabilitation center if appropriate.
- Provide speech/language, physical, and occupational therapy if requested.
- Establish a rapport with national organizations and associations (e.g., Brain Injury Association).
- Assist in developing social networks if requested.

Visual Impairment	Definition	Strategies for Success
Resources: **Association for Education and Rehabilitation of the Blind and Visually Impaired** 206 N. Washington Street, Suite 320 Alexandria, VA 22314 (703) 548-1884 **Division for the Visually Handicapped** **Council for Exceptional Children** 1920 Association Drive Reston, VA 22091 (703) 620-3660 **National Association for the Visually Handicapped (NAVH)** 22 W. 21 Street, 6th Floor New York, NY 10010 (212) 889-3141 **National Braille Press** 88th Stephen Street Boston, MA 02115 (617) 266-6160; or (800) 548-7323 **National Library Services for the Blind and Physically Handicapped Library of Congress** 1291 Taylor Street, NW Washington, DC 20542 **American Council for the Blind** 1155 15th Street, NW, Suite 720 Washington, DC 20005 www.acb.org **American Foundation for the Blind** 15 W. 16th Street New York, NY 10011 (800) 232-5463 www.afb.org/afb **National Federation of the Blind** 1800 Johnson Street Baltimore, MD 21230 www.nfb.org **National Transition Network** www.stw.ed/gov	**Visual impairment** is an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.	► Teach independent living, job seeking, and social skills. ► Emphasize mobility orientation. ► Teach effective listening skills. ► Allow the use of adaptive equipment (e.g., adaptive computers, low-vision optical and video aids). ► Teach appropriate social skills, self-care, and daily living skills. ► Offer adaptive equipment such as computers and visual aids. ► Provide any written work materials in large print, on tape, or in braille. ► Avoid rearranging or moving work space. ► Encourage volunteer experiences and part-time paid work. ► Teach compensatory skills such as braille, efficient use of low vision aids, orientation, mobility skills, and use of adaptive technology. ► Offer to help arrange transportation to and from work. ► Encourage youth to participate in community activities. ► Encourage learners to take the lead in their individualized educational programs.

Source: Horne and Thuli (1997)

Work-Related Student Competencies

Skills Needed to Obtain and Maintain Employment

Illinois Workplace Skills

The Illinois Workplace Skills were developed by Illinois employers in consultation with employers from 23 other states and are considered critical to the success of every worker. These skills are the basis for Illinois students' assessment that helps administrators and instructors determine which Workplace Skills need to be strengthened in the curriculum. The assessment was developed in response to the Carl D. Perkins Vocational and Technical Education Act of 1998; national reports such as SCANS; and requests from representatives of commerce, industry, and labor throughout Illinois.

A. Developing an Employment Plan
- Match interests, aptitudes, and personality type to employment area
- Identify short-term work goals
- Identify career information from counseling sources
- Demonstrate a drug-free status

B. Seeking and Applying for Employment Opportunities
- Locate employment opportunities
- Identify job requirements
- Locate resources for finding employment
- Prepare a résumé
- Prepare for job interview
- Identify conditions for employment
- Evaluate job opportunities
- Identify steps in applying for a job
- Write job application letter
- Write interview follow-up letter
- Complete job application form
- Identify attire for job interview

C. Accepting Employment
- Apply for social security number
- Complete state and federal tax forms
- Accept or reject employment offer
- Complete Employee's Withholding Allowance Certificate Form W-4

D. Communication on the Job
- Communicate verbally with others
- Use telephone etiquette
- Interpret the use of body language
- Prepare written communication
- Follow written directions
- Ask questions about tasks

E. Interpreting the Economics of Work
- Identify the role of business in the economic system
- Describe responsibilities of employee
- Describe responsibilities of employer or management

- Investigate opportunities and options for business ownership
- Assess entrepreneurship skills

F. Maintaining Professionalism

- Participate in employment orientation
- Assess business image, products, and/or services
- Identify positive behavior
- Identify company dress and appearance standards
- Participate in meetings in a positive and constructive manner
- Identify work-related terminology
- Identify how to treat people with respect

G. Adapting to and Coping with Change

- Identify elements of job transition
- Formulate transition plan
- Identify implementation procedures for a transition plan
- Evaluate the transition plan
- Exhibit ability to handle stress
- Recognize need to change or quit a job
- Write a letter of resignation

H. Solving Problems and Critical Thinking

- Identify the problem
- Clarify purposes and goals
- Identify solutions to a problem and their impact
- Employ reasoning skills
- Evaluate options
- Set priorities
- Select and implement a solution to a problem
- Evaluate results of implemented option
- Organize workloads
- Access employer and employee responsibility in solving a problem

I. Maintaining a Safe and Healthy Work Environment

- Identify safety and health rules/procedures
- Demonstrate knowledge of equipment in the workplace
- Identify conservation and environmental practices and policies
- Act during emergencies
- Maintain work area
- Identify hazardous substances in the workplace

J. Demonstrating Work Ethics and Behavior

- Identify established rules, regulations, and policies
- Practice cost effectiveness
- Practice time management
- Assume responsibility for decisions and actions
- Exhibit pride
- Display initiative
- Display assertiveness
- Demonstrate a willingness to learn
- Identify the value of maintaining regular attendance
- Apply ethical reasoning

K. Demonstrating Technological Literacy
- ➛ Demonstrate basic keyboarding skills
- ➛ Demonstrate basic knowledge of computing
- ➛ Recognize impact of technological changes on tasks and people

L. Maintaining Interpersonal Relationships
- ➛ Value individual diversity
- ➛ Respond to praise or criticism
- ➛ Provide constructive praise or criticism
- ➛ Channel and control emotional reactions
- ➛ Resolve conflicts
- ➛ Display a positive attitude
- ➛ Identify and react to sexual intimidation/harassment

M. Demonstrating Teamwork
- ➛ Identify style of leadership used in teamwork
- ➛ Match team member skills and group activities
- ➛ Work with team members
- ➛ Complete a team task
- ➛ Evaluate outcomes

The Illinois Workplace Skills Assessment is a multiple-choice test that is designed to assess student knowledge of the skills needed for success in the workplace. The assessment was developed in response to Perkins' requirements for student workplace competency; national reports such as the Secretary's Commission on Achieving Necessary Skills (SCANS); and requests from commerce, industry, and labor throughout Illinois.

Sample questions are provided here to help educators prepare students. The Illinois Workplace Skills Assessment covers knowledge and skills in only six duty areas:

1. Communication
2. Adapting and coping with change
3. Problem solving and critical thinking
4. Work ethics
5. Technological literacy
6. Teamwork

The correct answers are marked with asterisks (*).

Area D: Communicating on the Job

Use the following information to answer the next two questions:

While she is having lunch with Pam, Sally sees her friend Bill at the restaurant and introduces him. Pam discovers that Bill is in the market for a product she sells. Later in the week, Pam calls Bill to see if he would like to purchase her product.

How should Pam start the phone conversation?

a. "Hey, Bill, this is Pam. Remember me?"
b. "Hi, Bill, this is Pam. I met you on Monday, January 5, while having lunch with Sally at the Garden Restaurant at 12:45."
c.* "Hello, Bill, this is Pam. We met earlier this week while I was having lunch with Sally."
d. "Hello, Bill, this is Pam. I have a product I think you need."

After introducing herself, what should Pam do?

a. Spend time getting to know Bill better before telling Bill why she has called.
b.* Mention that she understands he is in the market for a product she sells.
c. Say that Sally suggested she call him.
d. Compliment Bill, so he will be more inclined to buy her product when she mentions it.

Bill has been hired to replace the shingles on a house. While removing the shingles, he notices that some of the boards below are rotten. What should Bill do?

a. Replace the shingles because that is what he was hired to do.
b. Replace the boards before redoing the shingles and add the charge to the bill.
c. Quit, because he was not hired to replace boards.
d.* Tell the customer of the extra needed repairs and let the customer decide.

Which is true of sending information by electronic mail versus a mailed memo?

a.* E-mail is faster.
b. E-mail is confidential.
c. E-mail can't be copied.
d. E-mail is free.

Which physical position suggests a person is open to the ideas being spoken?

a.* Facing the person speaking and making frequent eye contact
b. Folding the arms across the chest
c. Crossing the legs away from the person speaking
d. Crossing the legs then folding the arms across chest

Sheila is giving instructions to John, an employee she supervises. John seems uncomfortable and Sheila isn't sure he is listening. Sheila and John are facing each other and standing very close. Which might improve communication?

a.* Sheila taking a step back
b. Sheila turning so she isn't facing John
c. Sheila ceasing eye contact
d. Sheila moving closer to John

In which situation is a person using body language to show she or he has more power?

a.* The person talking is standing in front of the seated listener.
b. Both people are seated and the listener is making eye contact with the person talking.
c. The person listening keeps looking around the room.
d. The person talking occasionally uses his or her hands to emphasize a point.

Which is the most reliable tool of internal communication for a company?

a.* The company newsletter
b. The community daily newspaper
c. The local gossip network
d. The company bulletin board

Jesse has been reprimanded by his supervisor, but he thinks his supervisor is wrong. What should Jesse do?

a. Tell the supervisor he or she is wrong.
b. Research the situation to come up with the correct solution.
c.* Ask for a meeting with the supervisor to explain his point of view.
d. Do the task the way the supervisor asked for it to be done.

Speakers can ensure that information is understood by encouraging listeners to . . .

a. repeat the information.
b. look them directly in the eyes.
c. write the information word-for-word.
d.* ask questions about the information.

Barriers to communication may be physical, such as speech or hearing handicaps, but most barriers to open communication are social or psychological. What is the best example of social or psychological barriers?

a.* Cultural differences
b. Lack of knowledge
c. Appearance
d. Lack of humor

A manager is watching a group of her employees laughing. To the task-oriented manager, the laughter is being interpreted as

a.* time being wasted.
b. the "team" is enjoying doing the work.
c. the group is laughing at the manager.
d. the assigned task is not worth doing.

If you wanted to communicate a confidential message to someone in a remote location, the most efficient and secure method would be to use . . .

a.* fax.
b. voice mail.
c. e-mail.
d. postal service.

Use the following information to answer the next seven questions:

Bob works in the graphic arts department. He has spent a lot of time learning one computer program, but his supervisor assigns him to projects that require him to use a new program. Because of the time it will take to learn the new software, Bob will have to work very hard in order to finish the projects on time.

What would be the best approach for Bob to take?

a. Tell his supervisor there is no way he can complete the requested jobs on time.
b.* Realize that it is necessary to make a transition to new and better software.
c. Quit to avoid the stress of trying to do a job without the time he needs.
d. Do the best he can with the program he knows in order to finish the job on time.

How should Bob carry out the decision he has made?

a. Work as fast as he can.
b.* Formulate a step-by-step plan.
c. Write a letter of resignation.
d. Work as he normally does.

Martin, Bob's supervisor, has decided that all graphic artists will change to the new software. He develops a transition plan to move from the old software to the new. What should be the first step in his plan?

a. Stop work on all current jobs during the transition period.
b. Ask which artists want to try the new software.
c. Train the artists on the new software.
d.* Arrange workloads to accommodate change.

Sam, Bob's coworker, decides that there isn't enough time to learn the new software and complete his jobs on time. He figures that the stress will be more than he can handle and decides to quit. What step should Sam have taken before he made this decision?

a.* Asked his supervisor for more time in the transition plan
b. Tried to finish as much of the project as he could
c. Continued to use the existing software
d. Tried to talk Martin out of his decision to change software

For Sam, what is the best result of his resignation?

a. He will have a lot of free time to do what he wants.
b. He will be the only one making decisions that affect him.
c. He can look for a job that pays more money.
d.* He is no longer under the stress that his job created.

Considering Sam's feelings, why is it important that he quit?

a.* Sam's stress would hinder his job performance.
b. He has no other choice but to quit.
c. His supervisor doesn't understand him.
d. The company is impossible to work for.

If Sam had decided to adjust to change instead of quitting, how would he have benefitted the most?

a. He would have kept his job.
b. He might not have to change software again for a while.
c. He would get a raise.
d.* He would become a more valuable employee.

Answer the following question after reading the following scenario:

Dave has worked at ABC Company for the last two years. He just completed his degree and has accepted employment with XYZ Company beginning in one month. Dave would like to have a one-week break, so he wants to end his employment with ABC in three weeks. Dave has enjoyed working for ABC except that one of his supervisors, Dale Edison, has always been unreasonable and too demanding.

When should Dave send his letter of resignation?

a.* This week
b. Next week
c. Two weeks before he begins at XYZ
d. The last day he works at ABC

Which is an effective way for most people to reduce stress?

a.* Exercise on a regular basis.
b. Look for more challenging work.
c. Take vitamin supplements.
d. Plan a vacation for next summer.

Which would be a financial consideration when applying for a new job?

a.* Cost of uniforms
b. Working environment
c. Work schedule
d. Reputation of the company

Which would be a positive factor worth changing jobs for?

a. Equal pay
b. Fewer benefits
c.* Flexible work schedule
d. Different working environment

When considering a new job, which of these is a personal consideration?

a. Union dues
b.* Career goals and aspirations
c. Cost of transportation
d. Technology used and materials required

When considering a job change, who could best help make a decision?

a.* Family
b. Neighbors
c. Coworkers
d. Supervisor

When should someone change jobs?

a.* When the work is no longer interesting
b. When he or she has seniority
c. When the boss only depends on him or her
d. When the employee is challenged to learn something new

The most common error in managing change is . . .

a.* Failing to understand the effect change has on people.
b. Budgeting too little to make the change.
c. Lacking goals or purpose for the change.
d. Making the change too quickly.

During change, communications is essential. The best way to communicate change is

a.* Meetings with workers and management.
b. Written notice only to those involved.
c. Mass media announcements.

On Monday, Latisha's supervisor asks her to work on three projects that need to be finished by Friday. On Wednesday, Latisha realizes that she won't be able to finish them on time. What should she do?

a. Ask a coworker for help.
b. Stay late to get the jobs done.
c.* Discuss the problem with her supervisor.
d. Finish what she can; deadlines can usually be changed.

Use the following information to answer the next four questions:

George is a very dependable auto mechanic. Although George is paid the same as the other mechanics, his boss often assigns George more difficult, time-consuming tasks. George often finds he is busy working while the other mechanics are standing around talking. Lately, George has been leaving work angry.

What is the most important problem in this scene?

a.* George is angry.
b. George isn't paid enough.
c. George wants time to talk.
d. George's boss is picking on him.

What is the source of the problem?

a. George is too good at his job.
b. George doesn't complain enough.
c.* George isn't being rewarded for his work.
d. George has too much work to do.

What is the best solution to the problem?

a. Give the other employees more work.
b. Give George less work.
c. Reprimand the other employees for talking so much.
d.* Reward George for his hard work.

What result does the boss expect from the chosen solution?

a. Some employees will quit.
b.* All the employees will work harder.
c. George will no longer leave work mad.
d. The employees will talk less at work.

Use the following information to answer the next two questions:

Cliff, another mechanic, is eager to learn and try new things, but he isn't always careful and accurate. When a regular customer comes in with a difficult problem, the boss wants George to take care of it but Cliff has offered to do it.

What should the boss do?

a. Give the job to Cliff.
b. Give the job to George.
c.* Have George supervise Cliff.
d. Have Cliff watch George.

Cliff makes several mistakes and doesn't take directions well from George. Which should George do?

a.* Report Cliff's behavior to their boss.
b. Fix the car himself.
c. Reprimand Cliff.
d. Refuse to work with Cliff.

Use the following information to answer the next two questions:

Phil and Joan are office workers. At 2:15 their supervisor brings them a report that must be copied and mailed to five hundred customers by 4:30 that afternoon. Phil's shift ends at 3:00 and Joan starts her two-week vacation at 3:30. The supervisor must leave immediately for a meeting, and the office copy center closes at 2:30. Outside copying is available but will require at least one hour.

If working overtime doesn't bother either Phil or Joan, but they want to share the work equally, which option would they choose?

a. Phil stays until 3:15 to prepare the envelopes while Joan goes to an outside copy center. Joan is back by 3:15 and has the materials to the mailing center by 3:45.
b. Phil stays until 4:30 to finish this job on time. Joan will do extra work the next time a big job comes in.
c. Joan will stay until 3:30 to prepare the envelopes. Phil goes to an outside copy shop. He is back by 3:30 and has the materials to a mailing center by 4:00.
d.* Both Phil and Joan leave for an outside copy center and are back by 3:30. They work together to get the mailing out by 4:00.

Phil and Joan want to offer a suggestion to their employer that might prevent a similar problem from happening again. The suggestion needs to be fair to all and not jeopardize their jobs. Which suggestion is most likely to have the desired result?

a.* The office copy center should open and close later since big jobs usually come in the afternoon.
b. Their supervisor should plan further ahead.
c. No new work should be given to employees in the two hours before they leave on vacation.
d. Work requiring same-day copying should be given to workers by noon.

Juan's supervisor gives him a list of work to do today and asks him to set priorities. What does she want Juan to do?

a.* List tasks in their order of importance.
b. Tell how difficult it will be to do each task.
c. Estimate how long each task will take.
d. Estimate the cost of each task.

Which accurately describes decisionmaking?

a.* Define the problem, identify alternatives, gather information, weigh the alternatives, make a decision.
b. Define the problem, gather information, make a decision.
c. Identify alternatives, weigh the alternatives, make a decision.
d. Define the problem, identify alternatives, make a decision.

Maria's job is to organize the workloads of three employees so they share work equally and the work gets done. Which is likely to be Maria's greatest problem?

a.* A worker who misses work often
b. A worker willing to work overtime
c. A worker willing to work overtime with advance notice
d. A new worker

If the most important goal is completing work when it is due, which is the best guideline for organizing a workload?

a.* How long it will take to complete a task
b. How much a task will cost to complete
c. Whether the task has been done before
d. Whether people need to work together to complete the task

Area J: Demonstrating Work Ethics and Behavior

Jan's business always gives its customers a calendar at the end of the year. Now, the supervisor says they will no longer hand out calendars because it isn't cost effective. Which is the most correct explanation of the supervisor's decision?

a.* Giving out calendars didn't generate enough new or continuing business to pay for the calendars.
b. The calendars cost too much.
c. Jan and the other employees gave out too many calendars.
d. Calendars aren't a product Jan's company normally sells.

A fabric store manager notices that fabric remnants are often thrown out. What could she do with them to make her store more cost effective?

a. Give the remnants to employees as a fringe benefit.
b.* Sell the remnants at a reduced price.
c. Mark the remnants "free" on a special table.
d. Donate the remnants to a charity as a tax write off.

Brenda works for a small company. Two or three times each week, she walks two blocks to the post office to buy correct postage for special mailings. Is this a good use of Brenda's time?

a. Yes. It is not wise for small companies to tie up a lot of money in stamps.
b. Yes. Brenda can use this time to plan so she is more productive when she returns.
c. No. The company could save time and money by buying stamps in large quantities.
d.* No. The money required for just a month's supply of stamps would pay for Brenda's time.

Steve works at a store that plans to buy a new type of cash register. He volunteers to test the new register. What does this show?

a. His attempt to impress the boss
b. His attempt to show up the other employees
c.* His willingness to learn
d. His boredom with his present job

What is the best reason for regularly attending work?

a. Workers don't get paid when they're off.
b. Workers get too far behind when they're absent.
c.* It shows the job is important to the worker.
d. It makes a favorable impression on the boss.

Use the following information to answer the next two questions:

It is 4:30 Friday afternoon and Jim has plans to meet friends at 5:00 for dinner. He has spent all day typing a report that must be in the mail by the end of the day. Jim's work is always neat and accurate, but proofreading the report will take at least two more hours.

What should Jim do?

a. Send the report out without proofreading it because it probably has few errors.
b. Come in on Saturday to finish the report when he has more time.
c. Ask a secretary to proofread the report and mail it.
d.* Proofread the report and mail it before he leaves.

Jim decides to come in Saturday and finish the report. On Monday, his boss discovers that the report did not arrive on time. He asks Jim if he knows why it was late. What should Jim say?

a. "It's probably a problem with the post office."
b. "It was really a two-day job. I even had to come in on my day off and finish it."
c. "Except for this incident, my record is perfect. Can't you overlook this one mistake?"
d.* "I had something to do and decided it would be better to send the report out late rather than wrong."

Use the following information to answer the next two questions:

Cassandra, a law student, works as a researcher in a local law firm. A new lawyer in the firm asks her to research a case and to draft a brief. Max, a senior partner in the firm, recently bought new software used by all major law firms. Max asks Cassandra to learn the software and teach the firm's lawyers how to use it. Although Cassandra would not be paid extra, she would get good experience from both assignments.

Which is a likely negative outcome of accepting both offers?

a.* Karen and Max may expect Cassandra to do more tasks without pay.
b. Cassandra will learn skills unrelated to her career goals.
c. Cassandra will spend extra time at work that will not benefit her.
d. Karen and Max won't appreciate Cassandra's willingness to do extra work.

Which would increase Cassandra's chances of successfully completing these work challenges?

a.* Cassandra has enough time to complete the tasks without making major changes in her work and school schedule.
b. Karen and Max offer to work with Cassandra if she can be available whenever they find time in their schedules.
c. On the software project, Cassandra teams up with another researcher who has no experience with computers but has taught.
d. Cassandra sets aside an entire day to do both tasks the week before they are due.

Which shows ethical work behavior?

a.* Reimbursing an employer for long-distance calls
b. Coming to work every day
c. Not taking your full break times
d. Never being more than 15 minutes late to work

Which is highly recommended for managing time at work?

a.* Prioritize a list of things to do.
b. Complete work in the order that it comes in.
c. Tackle the hardest jobs first.
d. Finish easy jobs before starting hard ones.

Dale has worked in the same division in the company for 14 years. The company just announced that employees with at least 12 years of experience may choose to retrain for work in a new division. If Dale pursues the offer, which principle will his decision prove?

a.* Learning is an activity that can occur throughout a lifetime.
b. Company policies usually discriminate against younger workers.
c. Company downsizing decreases employment opportunities.
d. Younger workers are less capable than older workers.

Which is the best way to deal with putting off work?

a. Do the task all at one time.
b. Wait to set a deadline.
c.* Break the task into smaller parts.
d. Talk to coworkers about completing the task.

Which is the best example of company loyalty?

a. An employee comes to the company picnic even with a migraine headache.
b. An employee often offers to work overtime for no pay.
c. An employee serves on a community volunteer committee.
d.* An employee writes a letter to the newspaper about the merits of having his company located in the community.

Which is most important in time management?

a. Do the easiest task first.
b.* Do the most important task first.
c. Do the simplest task first.
d. Do the hardest task first.

Which occurs when an employee regularly misses work?

a. All the work somehow gets done.
b. Peers recognize the person as always on the go.
c. The employee is promoted according to schedule.
d.* Coworkers complain about having to do the employee's work.

When employees do not complete assigned jobs, what is the usual reason?

a.* They don't know how.
b. They don't have enough time.
c. The work isn't in their job description.
d. They feel they aren't paid enough.

When people take pride in their work, what is it often related to?

a. Their salary
b. Their education
c. Their age
d.* Their self-concept

Jan works for a printer. The paper they use is typically cheaper when bought in quantity and it sometimes take two weeks to get an order. Which would be the most cost effective way to buy paper?

a.* Buy 10 x 10 foot reams, use a hydraulic paper cutter to cut to the size needed; recycle any remaining paper too small to use.
b. Buy and maintain an inventory of each of the different sizes of paper customers regularly request.
c. Buy and maintain an inventory of each of the different sizes of paper customers have ever requested.
d. Order paper as customers bring in jobs.

Area K: Technological Literacy

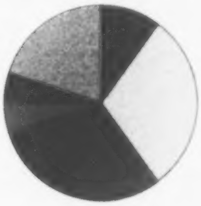
What is the fastest way to get an original document across the country?

a. Over-night mail
b. E-mail
c.* Fax
d. Regular mail

Which is the quickest and most accurate message?

a.* A voice-mail recording
b. An e-mail message
c. A message taken by a secretary
d. A letter sent next-day-air

What would be the best type of software to use in order to reproduce the following?

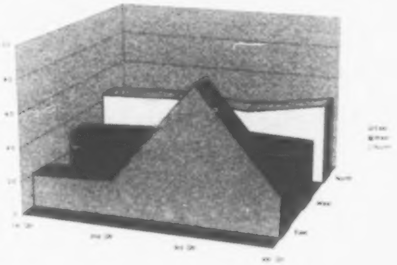


a.* Graphing program
b. Page layout program
c. Database program
d. Graphic design program

What is the best type of software to use in designing a newsletter?

a.* Page layout program
b. Graphing program
c. Database program
d. Graphic design program

What would be the best type of software to use in order to reproduce the following?



a.* Spreadsheet program
b. Page layout program
c. Data entry program
d. Word processing program

Which of the following is being found less and less in the office of today's executive?

a.* Dictaphone
b. Tape recorder
c. Computer
d. Pen and paper

You work in a discount store in Anytown. You receive a message from the store in Bigcity asking if you have the items on their list in stock. What would you do to put a copy of the file on your computer?

a.* Download the file.
b. Upload the file.
c. Print out a copy of the file and type it in.
d. Make a back-up copy of the file.

What do all Website addresses begin with?

a.* http://
b. www//
c. /http/www
d. www//http

Which of the following is multimedia-capable and set up for viewing colorful «pages» containing photos and sounds?

a.* World Wide Web
b. Gopher
c. Internet
d. Chat rooms

On World Wide Web pages, what do we call the hidden codes that let users click on a highlighted word or phrase to automatically access a related site?

a.* Hypertext
b. File transfer protocol
c. Gopher
d. Surfers

To what does BPS refer?

a.* Modem speed
b. An on-line service
c. The memory capacity of a computer
d. The information superhighway

Jan's boss hands her a document to prepare. She wants the final copy to be in three columns. Which would be the most efficient approach for Jan to take?

a.* Put the document in columns only after her supervisor has proofed and approved it.
b. Put the document in columns as she begins typing.
c. Key in the text, put it in column, and ask her supervisor to proof it.
d. Create two versions of the document—one in columns and one not.

Your supervisor asks if you made a back-up copy of a file. What does she want to know if you did?

a.* Saved a copy of the file to a disk
b. Saved a copy of the file to the hard drive
c. Made an extra paper copy for the filing cabinet
d. Saved two copies of the file, each with a different name

Who owns the Internet?

a.* No one
b. The U.S. government
c. A consortium of U.S. universities
d. An international group of computer manufacturers

Area L: Maintaining Interpersonal Relationships

Mary has been promoted to office manager. She knows people respond better to praise than criticism, so she decides to find something to praise everyone about every day. What is the most important thing Mary must be careful of?

a. Mentioning things that aren't important
b.* Sounding insincere
c. Breaking her routine, even for a day
d. Raising employee's morale

Abby's company has just installed a new computer system that she finds difficult. What should she do?

a. Ask if she can continue to use the old system.
b. Ask for another position in the company.
c.* Maintain a positive attitude and keep trying.
d. Find another job outside the company.

> *Use the following information to answer the next two questions:*
>
> Joan and James work at XYZ Wholesale. Their supervisor told them to prepare a report, outlining the first quarter sales in each district, by 8:00 a.m. on June 10. Joan agreed to write the text of the report. James agreed to develop three charts and three graphs. Joan completed her work on June 9, but James' charts and graphs weren't ready on time. The supervisor gave them three hours to get the report ready.

Which is most likely to prevent this conflict from occurring again?

a.* Find out what work James likes to do and divide work on that basis.
b. Check on James' progress regularly to assure he finishes the charts and graphs on time.
c. Have a stern talk with James and remind him how important it is that he meet deadlines.
d. Forget the current situation and never depend on James to do his share in the future.

What is the most productive way the supervisor could respond to this problem?

a.* Find out if James is skilled at using the computer software to produce charts and graphs.
b. Use the situation at the next staff meeting to point out the importance of meeting deadlines.
c. Make sure Joan and James don't work together in the future.
d. Always assign James projects he can do without a partner.

Dana completes a job one day earlier than her supervisor requested. He calls her into his office and tells her the work is excellent. What is the most appropriate way for Dana to respond?

a.* "Thank you."
b. "It wasn't difficult."
c. "Anyone could have done it."
d. "Let me tell you what I had to do to finish this."

Betty has worked very hard on a project Robert takes credit for. What response from Betty is most likely to result in good office relations?

a.* Betty thinks about her response overnight, then talks with Robert and her supervisor.
b. Betty lets everyone in the office know what Robert did.
c. Betty goes to her supervisor and explains how much work she did.
d. Betty demands that Robert give her the credit she deserves.

Which would create a better working environment between two hostile employees?

a.* The employees try to understand each other.
b. The employees talk to coworkers about their problem.
c. The employees tell themselves that nothing is wrong.
d. The employees tell their supervisors.

Which criticism is most likely to be taken well by a coworker?

a. "Tom, you never do anything right. What is wrong with you?"
b. "Tom, you could be a little more careful when you complete the time sheets."
c. "Tom, don't you watch when I show you how to complete the time sheets? I don't think you've heard a word I've said."
d.* "Tom, when the time sheets are incomplete, Mary has to stay late and complete them. What can you do in the future so the time sheets will be complete?"

Anna has been on the job for six weeks and already is being asked to train a new person. She has been criticized by a coworker who was always responsible for new worker training. How should Anna handle this criticism?

a. Take the criticism personally.
b. Be extra nice to her co-worker.
c.* Ask for help from her supervisor.
d. Avoid doing any further training.

If the directions given by a supervisor are unclear, what should an employee do?

a.* Ask questions of the supervisor while being given directions.
b. Wait for the supervisor to return.
c. Write out a list of questions.
d. Try to do the best he or she can with the information given.

Which is a common result of harassment in the workplace?

a. Physical illness
b.* Self-doubt
c. Overconfidence
d. Blaming others

Area M: Team Work

Use the following information to answer the next four questions:

Jan leads a department that is responsible for recordkeeping, budgeting, customer relations, and corporate communications. The following employees work in the department:

Alex:	5 years experience in data entry
Barry:	12 years experience in sales
Charlie:	5 years fiscal management experience
Dan:	6 years experience as a technical writer

Which team member would be most appropriate to assign to the responsibility of recordkeeping?

a.* Alex
b. Barry
c. Charlie
d. Dan

Which team member would be most appropriate to assign to the responsibility of budgeting?

a.* Charlie
b. Alex
c. Barry
d. Dan

Which team member would be most appropriate to assign to the responsibility of customer relations?

a.* Barry
b. Alex
c. Charlie
d. Dan

Which team member would be most appropriate to assign to the responsibility of corporate communications?

a.* Dan
b. Alex
c. Barry
d. Charlie

Use the following information to answer the next four questions:

Jan is great at scheduling and chairing meetings, keeping accurate records of a group's progress, and reminding group members of deadlines. Tom's strength is in helping group members reach consensus and look at problems more broadly. Sally is generally fairly quiet but attends all meetings, is highly cooperative and supportive of other members, finishes assignments promptly, and inspires others to follow her good example. Jim is highly creative, may or may not attend meetings, but does good work although not always on time.

Which group member is the best manager?

a.* Jan
b. Tom
c. Sally
d. Jim

Which group member is the best leader?

a.* Tom
b. Jan
c. Sally
d. Jim

Which group member can best be described as leading by following?

a.* Sally
b. Jan
c. Tom
d. Jim

Which group member is the poorest manager?

a.* Jim
b. Sally
c. Jan
d. Tom

Secretary's Commission on Achieving Necessary Skills (SCANS)

The Commission was directed to examine the demands of the workplace and to determine what skills young people need in order to meet those demands. The SCANS report contains five competencies and a three-part foundation of skills and personal qualities that are needed for solid job performance.

Competencies

1. Resources – allocating time, money, materials, space, and staff
2. Interpersonal skills – working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds
3. Information – acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information
4. Systems – understanding social, organizational, and technological systems; monitoring and correcting performance; and designing or improving systems
5. Technology – selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies

The Foundation

1. Basic Skills – reading, writing, arithmetic and mathematics, speaking, and listening
2. Thinking Skills – thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning
3. Personal Qualities – individual responsibility, self-esteem, sociability, self-management, and integrity

Work Keys

Work Keys, developed by American College Testing (ACT), is a national system that focuses on generalizable workplace skills. Work Keys offers a complete spectrum of job analysis, assessment, instructional support, reporting, and training services. The program is built around a common skill scale that accurately measures both the skills of individuals and the skill required for successful job performance. Reports from the assessments and job or occupational profiles are intended to provide individuals with documentation of their current workplace skills to use in career planning, education decisions, and job and school applications. In addition, the reports provide employers with information to use in screening prospective employees and/or in determining the training needs of current employees. Since Work Keys is a national system, its assessment results are widely recognized by both employers and educators.

Job Programs

A detailed analysis of the student's job choices will identify the specific skills needed to perform each job well. These job profiles can then be matched to an individual's assessment results as one consideration in the selection process.

Assessments

The assessments provide a reliable way to measure skill levels and determine how they compare to the skills required for specific jobs. Workers who possess solid academic, problem-solving, and communication skills are most likely to be successful on the job. As a result, Work Keys focuses on the following skills in its eight criterion-referenced assessments:

Communication Skills
- Listening
- Reading for information
- Writing

Problem-Solving Skills
- Applied mathematics
- Applied technology
- Locating information
- Observation

Interpersonal Skills
- Teamwork

National Skills Standards Board (NSSB)

The National Skills Standards Board has identified an underlying set of employability knowledge and skills that are critical to perform effectively across a broad range of occupations. These knowledge and skill elements would be a part of the specific set of skills necessary to seek and obtain employment in a technical or occupational area.

Listening

Attend to, receive, and correctly interpret verbal communications and directions through cues such as the content and context of the message and the tone, gestures, and facial expressions of the speaker.

Speaking

Express ideas and facts verbally in a clear and understandable manner that sustains listener attention and interest; tailor oral communication to the intended purpose and audience.

Using Information and Communications Technology

Select, assess, and use necessary information, data, and communications-related technologies such as basic personal computer applications, telecommunications equipment, Internet, electronic calculators, voice mail, e-mail, facsimile machines, and copying equipment to accomplish work activities.

Gathering and Analyzing Information

Obtain facts, information, or data relevant to a particular problem, question, or issue through observation of events or situations, discussion with others, research, or retrieval from written or electronic sources; organize, integrate, analyze, and evaluate information.

Making Decisions and Judgments

Make decisions that consider relevant facts and information, potential risks and benefits, and short- and long-term consequences or alternatives.

Organizing and Planning

Organize and structure work for effective performance and goal attainment; set and balance priorities; anticipate obstacles; formulate plans consistent with available human, financial, and physical resources; modify plans or adjust priorities given changing goals or conditions.

Using Social Skills

Interact with others in ways that are friendly, courteous, and tactful—ways that demonstrate respect for individual and cultural differences, and for the attitudes and feelings of others.

Adaptability

Change one's own behavior or work methods to adjust to other people or to changing situations or work demands; be receptive to new information, ideas, or strategies to achieve goals.

Working in Teams

Work cooperatively and collaboratively with others to achieve goals by sharing or integrating ideas, knowledge, skills, information, support, resources, responsibility, and recognition.

Leading Others

Motivate, inspire, and influence others toward effective individual or teamwork performance, goal attainment, and personal learning and development by serving as a mentor, coach, and/or role model and by providing feedback and recognition or rewards.

Building Consensus

Build consensus among individuals or groups by facilitating agreements that involve sharing or exchanging resources, or resolving differences in such a way as to promote mutual goals and interests; by persuading others to change their point of view or behavior without losing their future support; and by resolving conflicts, confrontations, and disagreements while maintaining productive working relationships.

Self and Career Development

Identify own work and career interests, strengths, and limitations; pursue education, training, feedback, or other opportunities for learning and development; manage, direct, and monitor one's own learning and development.

All Aspects of the Industry

In 1990, Congress, through the Carl D. Perkins Vocational and Applied Technology Education Act, advanced a different definition of general occupational skills to denote experience in and understanding of all aspects of the industry the student is preparing to enter. This included planning; management; finances; technical and production skills; underlying principles of technology; labor and community issues; and health, safety, and environmental issues. This notion of giving students strong understanding of, and experience in, all aspects of the industry they were preparing to enter was advanced through other parts of the Perkins Act and became a central feature of the School-to-Work Opportunities Act of 1994. It is an explicit part of the general program requirements, the school-based *learning component, the work-based learning component, career majors, and the national system of performance measures for assessing local and state programs.*

Planning

Planning is examined at the level of both an individual business and the overall industry. This aspect explores the various forms of ownership, including cooperatives and worker ownership, and the relationship of the industry to the economic, political, and social context.

Management

Management addresses methods typically used to manage enterprises over time within the industry, as well as methods for expanding and diversifying workers' tasks and broadening worker involvement in decisions.

Finance

Finance examines ongoing accounting and financial decisions and different methods for raising capital to start or expand enterprises.

Technical and Production Skills

Technical and production skills cover specific production techniques and alternative methods for organizing the production work, including methods that diversify and rotate workers' jobs.

Underlying Principles of Technology

Underlying principles of technology provide an integrated study across the curriculum of the mathematical, scientific, social, and economic principles that support the industry's technology.

Labor Issues

Labor issues examine workers' rights and responsibilities, labor unions and labor history, and methods for expanding workers' roles.

Community Issues

Community issues explore the impact of the industry on the community and the community's impact on, and involvement with, the industry.

Health, Safety, and Environmental Issues

Health, safety, and environmental issues examined in relation to both the workers and the larger community.

Jobs for America's Graduates (JAG) Core Competencies

Illinois participates in this very successful national program designed to provide disadvantaged and at-risk youth with the skills to transition successfully from school-to-work. JAG provides students with career development, employability, workplace, and leadership skills.

Career Development Competencies

- Identify occupational interests, aptitudes, and abilities
- Relate interests, aptitudes, and abilities to appropriate occupations
- Identify desired lifestyle and relate to selected occupations
- Develop a career path for a selected occupation
- Select an immediate job goal
- Describe the conditions and specifications of the job goal

Job Attainment Competencies

- Construct a résumé
- Conduct a job search
- Develop a letter of application
- Use the telephone to arrange an interview
- Complete application forms
- Complete employment tests
- Complete a job interview

Job Survival Competencies

- Demonstrate appropriate appearance
- Identify expectations that employers have of employees
- Identify problems of new employees
- Demonstrate time management
- Follow directions
- Practice effective human relations
- Appropriately resign from a job

Basic Competencies

- Comprehend verbal communications
- Comprehend written communications
- Communicate in writing
- Communicate verbally
- Perform mathematical calculations

Leadership and Self-Development Competencies

- Demonstrate team membership
- Demonstrate team leadership
- Deliver presentations to a group
- Compete successfully with peers
- Demonstrate commitment to an organization

Personal Skills Competencies

- Explain types of maturity
- Identify a self-value system and how it affects life
- Base decisions on values and goals
- Identify process of decision-making
- Demonstrate ability to assume responsibility for actions and decisions
- Demonstrate a positive attitude
- Develop healthy self-concept for home, school, and work

Source: Illinois State Board of Education (1999, 2000)

Workplace Skills and Career Development Competencies

Workplace Skills	English Language Arts
Develop an Employment Plan	
Identify short-term goals	
Demonstrate a drug-free status	
Seeking and Applying for Employment Opportunities	
Prepare a resume	3.c.4a.3.c.5b
Prepare for job interview	4.A.4a.4.B.5a
Write job application letter	3.C.4a.3.C.5b
Write interview follow-up letter	3.C.4a.3.C.5b
Complete job application form	3.C.4a.3.C.5b
Accepting Employment	
Follow Directions	4.A.1c.4.A.2c.4.A.3c.4.A.4c
Communicating on the Job	
Communicate orally with others	4.B.1b, 4B.2b, 4.B.3d. 4.B.4d.4.B.5d
Prepare written communication	3.C.2a. 3.C.4a. 3.C.5a. 3.C.5b
Follow written directions	1.B.2a. 1.B.2c, 1.B.3c, 1.C.4c
Ask questions about tasks	1.B.2a. 1.B.2c, 1.B.3c
Interpreting the Economics of Work	
Identify the role of business in the economic system	2.B.5b
Describe responsibilities of employee	
Describe responsibilities of employer or management	
Maintaining Professionalism	
Work with others	4.B.2c, 4.B.2d, 4.B.3d. 4.B.4d, 4.B.5d
Identify work-related terminology	1.A.5a
Adapting to and Coping with Change	
Recognize change and how to deal with changes	
Solving Problems and Thinking Critically	
Identify the problem	5.A.2a, 5.A.3a
Clarify purposes and goals	1.C.2d, 1.C.3d, 1.C.4d, 1.C.5d
Identify solutions to a problem and their impact	5.A.3b, 5.B.5a
Employ reasoning skills	1.C.4c, 1.C.5c, 1.C.5f, 2.B.4a
Evaluate options	1.B.5c
Set priorities	
Select and implement a solution to a problem	5.A.3b, 5.A.4b. 5.A.5b
Evaluate results of implemented option	5.B.5a
Maintaining Safe and Healthy Work Environment	
Identify hazardous substances in the workplace	
Demonstrating Work Ethics and Behavior	
Assume responsibility for decisions and actions	5.C.5b
Demonstrating Technological Literacy	
Recognize impact of technological changes on tasks and people	
Maintaining Interpersonal Relationships	
Recognize individual diversity	2.B.5b

Demonstrating Teamwork	
Work with team members	4.B.3b, 4.B.4a, 4.B.5a
Evaluate team work results	4.B.5b
Career Development Competencies	
Understand the relationship between work and learning	
Understand how work related to the needs an functions of the economy and society	
Understand how to make decisions	1.C.4c, 1.C.4d, 1.C.5c, 1.C.5d
Be able to locate, understand and use career information	5.A.2a, 5.A.3a, 5.A.3b, 5.A. 4b
Understand how societal needs and functions influence the nature and structure of work	
Know the importance of growth and change	
Understand development changes and transitions	
Be aware of the career and planning process	

Workplace Skills	**Mathematics**
Develop An Employment Plan	
Identify short-term goals	
Demonstrate a drug-free status	
Seeking and Applying for Employment Opportunities	
Prepare a resume	
Prepare for a job interview	
Write job application letter	
Write interview follow-up letter	
Complete job application form	
Accepting Employment	
Follow directions	
Communicating on the Job	
Communicate orally with others	6.D.2, 7.B.2a, 7.B.5, 8.C.1, 9.A.3c, 9.C.1, 9.C.2, 9.C.3a, 9.C.4c, 9.C.5a, 9.D.5, 10.A.2c, 10.A.3c, 10.B.1c, 10.C.1a
Prepare written communication	6.D.2, 7.B.2a, 7.B.5, 8.C.1, 9.A.3c, 9.C.1, 9.C.2, 9.C.3a, 9.C.4c, 9.C.5a, 9.D.5, 10.A.2c, 10.A.3c, 10.A.5, 10.B.1c, 10.B.3, 10.B.4, 10.B.5, 10.C.4b
Follow written directions	7.C.3a
Ask questions about tasks	10.B.1a, 10.B.2a, 10.B.3, 10.B.4, 10.B.5
Interpreting the Economics of Work	
Identify the role of business in the economic system	
Describe responsibilities of employee	
Describe responsibilities of employer or management	
Maintaining Professionalism	
Work with others	10.A.5, 10.B.5
Identify work-related terminology	6.B.4, 6.C.4, 6.D.4, 6.D.5, 7.A.3b., 7.A.4b, 7.A.5, 7.B.4, 7.B.5, 7.C.4b, 7.C.5a, 8.C.3, 9.A.2b, 9.A.5, 9.B.5, 9.C.5b
Adapting to and Coping with Change	
Recognize change and how to deal with change	
Solving Problems and Thinking Critically	All Learning Standards in Mathematics Require the Skills For Solving Problems and Critical Thinking
Identify the problem	
Clarify purposes and goal	
Identify solutions to a problem and their impact	

Employ reasoning skills	
Evaluate options	
Set Priorities	
Select and implement a solution to a problem	
Evaluate results of implemented option	
Maintaining A Safe and Healthy Work Environment	
Identify hazardous substances in the workplace	
Demonstrating Work Ethics and Behavior	
Assume responsibility for decisions and actions	
Demonstrating Technological Literacy	
Recognize impact of technological changes on tasks and people	
Maintaining Interpersonal Relationships	
Recognize individual diversity	
Demonstrating Teamwork	
Work with team members	10.A.5, 10.B.5
Evaluate team work results	10.A.5, 10.B.5
Career Development Competencies	
Understand the relationship between work and learning	6.B.4, 6.D.3, 6.D.4, 6.D.5, 7.A.3b, 7.A.4b, 8.C.3, 8.C.4b, 9.A.2b, 9.A.3c, 9.A.5, 9.B.5, 9.C.5b, 9.D.5, 10.B.3, 10.B.4, 10.B.5
Understand how work relates to the need and functions of the economy and society	
Understand how to make decisions	6.B.3a, 6.B.4, 6.C.4, 7.B.4, 8.C.3, 8.C.4b, 9.A.3c, 9.A.5, 10.A.2c, 10.A.5, 10.B.5
Be able to locate, understand and use career information	
Understand how societal needs and functions influence the nature and structure of work	
Know the importance of growth and change	
Understand developmental changes and transitions	
Be aware of the career planning process	10.B.3, 10.B.4, 10.B.5

Workplace Skills	Science
Develop An Employment Plan	
Identify short-term goals	
Demonstrate a drug-free status	
Seeking and Applying for Employment Opportunities	
Prepare a resume	
Prepare for job interview	
Write job application letter	
Write interview follow-up letter	
Complete job application form	
Accepting Employment	
Follow directions	
Communicating on the Job	
Communicate orally with others	11.A.3d, 11.A.3g, 11.A.4f, 11.A.5e, 11.B.3f, 11.B.4g, 11.B.5f, 13.B1a
Prepare written communication	
Follow written directions	
Ask questions about tasks	11.A.1b, 11.A.2a
Interpreting the Economics of Work	
Identify the role of business in the economic system	13.B.3a
Describe responsibilities of employee	
Describe responsibilities of employer or management	
Maintaining Professionalism	
Work with others	
Identify work-related terminology	
Adapting to and Coping with Change	
Recognize change and how to deal with change	
Solving Problems and Thinking Critically	All Learning Standards in Science Require the Skills for Solving Problems and Critical Thinking
Identify the problem	11.B.2a, 11.B.4a, 11.B.4b
Clarify purposes and goals	
Identify solutions to a problem and their impact	11.B.1a, 11.B.2a, 11.B.5b
Employ reasoning skills	11.B.5e, 12.A.3c, 12.B.3b, 12.B.5b, 12.F.3c
Evaluate options	11.B.4e, 11.B.4f
Set Priorities	
Select and implement a solution to a problem	11.B.4c, 11.B.4e, 11.B.5e
Evaluate results of implemented option	11.B.4f, 11.B.4g, 11.B.5f, 12.F.5a, 12.F.5b
Maintaining A Safe and Healthy Work Environment	
Identify hazardous substances in the workplace	13.A.4a, 13.A.5a
Demonstrating Work Ethics and Behavior	
Assume responsibility for decisions and actions	

Demonstrating Technological Literacy	
Recognize impact of technological changes on tasks and people	13.B.2a, 13.B.4c, 13.B.5a, 13.B.5b
Maintaining Interpersonal Relationships	
Recognize individual diversity	
Demonstrating Teamwork	
Work with team members	
Evaluate team work results	
Career Development Competencies	
Understand the relationship between work and learning	
Understand how work relates to the need and functions of the economy and society	
Understand how to make decisions	
Be able to locate, understand and use career information	
Understand how societal needs and functions the nature and structure of work	13.B.1d, 13.B.2b, 13.B.2c, 13.B.2f, 13.B.5e
Know the importance of growth and change	
Understand developmental changes and transitions	
Be aware of the career planning process	13.B.4b, 13.B.2c, 13.B.3c

Workplace Skills	Social Science
Develop An Employment Plan	
Identify short-term goals	
Demonstrate a drug-free status	
Seeking and Applying for Employment Opportunities	
Prepare a resume	
Prepare for job interview	
Write job application letter	
Write interview follow-up letter	
Complete job application form	
Accepting Employment	
Follow directions	
Communicating on the Job	
Communicate orally with others	
Prepare written communication	
Follow written directions	
Ask questions about tasks	18.B.5
Interpreting the Economics of Work	
Identify the role of business in the economic system	15.A.2a, 15.A.4a, 15.D.2b, 16.C.3c(US)
Describe responsibilities of employee	14.C.2, 18.B.1a
Describe responsibilities of employer or management	14.C.2, 18.B.1a
Maintaining Professionalism	
Work with others	18.B.1a, 18.B.2a, 18.B.3a
Identify work-related terminology	15.A.2b, 15.A.5a
Adapting to and Coping with Change	
Recognize change and how to deal with change	14.D.3, 14.D.4, 14.D.5
Solving Problems and Thinking Critically	
Identify the problem	18.B.5
Clarify purposes and goals	18.B.5
Identify solutions to a problem and their impact	16.D.5 (US), 16.E.5b (W), 18.B.5
Employ reasoning skills	17.D.5, 18.B.5
Evaluate Options	18.B.5
Set Priorities	18.B.5
Select and implement a solution to a problem	18.B.5
Evaluate results of implemented option	18.B.5
Maintaining A Safe and Healthy Work Environment	
Identify hazardous substances in the workplace	
Demonstrating Work Ethics and Behavior	
Assume responsibility for decisions and actions	14.C.1, 14.C.2
Demonstrating Technological Literacy	
Recognize impact of technological changes on tasks and people	16.E.5a(W), 15.D.3c, 15.D.5c, 16.C.2c(US), 16.C.5b (W)
Maintaining Interpersonal Relationships	
Recognize individual diversity	18.B.2a, 18.C.3b

Demonstrating Teamwork	
Work with team members	18.B.1a, 18.B.3a
Evaluate team work results	18.B.5
Career Development Competencies	
Understand the relationship between work and learning	15.A.2b
Understand how work relates to the needs and functions of the economy and society	15.A.1a, 15.A.2c, 15.A.3b, 15.A.3d 15.D.2b, 15.E.3b, 15.E.5b
Understand how to make decisions	15.B.4a, 15.B.1a, 15.B.3b
Be able to locate, understand, and use career information	
Understand how societal needs and functions influence the nature and structure of work	14.C.2, 15.C.2a, 15.C.2b, 15.C.2c 15.C.3, 15.C.4b
Know the importance of growth and change	
Understand developmental changes and transitions	
Be aware of the career planning process	

Workplace Skills	**Physical Development and Health**
Develop An Employment Plan	
Identify short-term goals	20.C.1, 20.C.2a, 20.C.3a, 20.C.4a, 24.C.4
Demonstrate a drug-free status	22.A.3a, 22.A.3b, 22.C.1, 23.B.2
Seeking and Applying for Employment Opportunities	
Prepare a resume	
Prepare for job interview	
Write job application letter	
Write interview follow-up letter	
Complete job application form	
Accepting Employment	
Follow directions	19.C.2a, 19.C.3a, 21.A.1a, 21.A.3a
Communicating on the Job	
Communicate orally with others	24.A.1b, 24.A.3c, 24.B.2, 24.B.4, 24.C.1, 24.C.2
Prepare written communication	
Follow written directions	19.C.2a
Ask questions about tasks	
Interpreting the Economics of Work	
Identify the role of business in the economic system	22.B.4
Describe responsibilities of employee	
Describe responsibilities of employer or management	
Maintaining Professionalism	
Work with others	22.B.1, 22.B.2, 24.A.1a, 24.A.1b
Identify work-related terminology	
Adapting to and Coping with Change	
Recognize change and how to deal with change	
Solving Problems and Thinking Critically	
Identify the problem	
Clarify purposes and goals	20.C1, 20.C.2a, 20.C.3a, 20.C.4a, 20.C.5a
Identify solutions to a problem and their impact	22.A.5a, 22.C.3a, 22.C.3b, 22.C.4
Employ reasoning skills	22.C.5, 24.A.3b
Evaluate Options	22.A.3b, 22.A.5b
Set Priorities	
Select and implement a solution to a problem	
Evaluate results of implemented option	22.A.5b, 22.B.5, 24.B.5, 24.C.5
Maintaining A Safe and Healthy Work Environment	
Identify hazardous substances in the workplace	22.C.1, 22.C.3a, 22.C.4, 22.C.5
Demonstrating Work Ethics and Behavior	
Assume responsibility for decisions and actions	21.A.2a, 21.A.5
Demonstrating Technological Literacy	
Recognize impact of technological changes on tasks and people	22.A.5c

Maintaining Interpersonal Relationships	
Recognize individual diversity	23.C.1a
Demonstrating Teamwork	
Work with team members	21.B.1, 21.B.2, 21.B.3, 21.B.4, 22.B.1, 22.B.2, 22.B.3
Evaluate team work results	21.A.5, 21.B.5
Career Development Competencies	
Understand the relationship between work and learning	22.A.4d
Understand how work relates to the needs and functions of the economy and society	22.A.4d, 22.A.5b, 22.B.3
Understand how to make decisions	24.B.2, 24.B.3, 24.B.4
Be able to locate, understand, and use career information	22.A.4d
Understand how societal needs and functions influence the nature and structure of work	22.A.5c
Know the importance of growth and change	23.C.1, 23.C.2b, 23.C.4
Understand developmental changes and transitions	23.C.1, 23.C.2b, 23.C.5
Be aware of the career planning process	22.A.4d

Workplace Skills	Fine Arts
Develop An Employment Plan	
Identify short-term goals	
Demonstrate a drug-free status	
Seeking and Applying for Employment Opportunities	
Prepare a resume	
Prepare for job interview	
Write job application letter	
Write interview follow-up letter	
Complete job application form	
Accepting Employment	
Follow directions	
Communicating on the Job	
Communicate orally with others	
Prepare written communication	
Follow written directions	
Ask questions about tasks	
Interpreting the Economics of Work	
Identify the role of business in the economic system	
Describe responsibilities of employee	
Describe responsibilities of employer or management	
Maintaining Professionalism	
Work with others	
Identify work-related terminology	
Adapting to and Coping with Change	
Recognize change and how to deal with change	
Solving Problems and Thinking Critically	
Identify the problem	
Clarify purposes and goals	
Identify solutions to a problem and their impact	
Employ reasoning skills	26.A.4c, 27.A.4b, 27.A.5, 27.B.4a, 27.B.5
Evaluate Options	26.A.4e, 26.A.5
Set Priorities	
Select and implement a solution to a problem	
Evaluate results of implemented option	25.A.5, 25.B.4, 26.A.4e, 26.A.5
Maintaining A Safe and Healthy Work Environment	
Identify hazardous substances in the workplace	
Demonstrating Work Ethics and Behavior	
Assume responsibility for decisions and actions	
Demonstrating Technological Literacy	
Recognize impact of technological changes on tasks and people	26.A.2a, 26.A.2e, 27.A.5
Maintaining Interpersonal Relationships	
Recognize individual diversity	26.B.1b, 26.B.1c, 26.B.3c

Demonstrating Teamwork	
Work with team members	
Evaluate team work results	
Career Development Competencies	
Understand the relationship between work and learning	27.A.1b
Understand how work relates to the needs and functions of the economy and society	
Understand how to make decisions	
Be able to locate, understand, and use career information	
Understand how societal needs and functions influence the nature and structure of work	27.A.5
Know the importance of growth and change	
Understand developmental changes and transitions	
Be aware of the career planning process	27.A.1b, 27.A.2a, 27.A.2b, 27.A.3a

Workplace Skills	Foreign Language
Develop An Employment Plan	
Identify short-term goals	
Demonstrate a drug-free status	
Seeking and Applying for Employment Opportunities	
Prepare a resume	
Prepare for job interview	
Write job application letter	
Write interview follow-up letter	
Complete job application form	
Accepting Employment	
Follow directions	28.A.1b, 28.A.2b, 28.A.3b
Communicating on the Job	
Communicate orally with others	28.B.4a, 28.B.5a, 28.D.5b
Prepare written communication	28.D.1a, 28.D.2a, 28.D.3a, 28.D.4a, 28.D.5a
Follow written directions	28.C.2a
Ask questions about tasks	28.B.1a, 28.B.2a
Interpreting the Economics of Work	
Identify the role of business in the economic system	29.D.3, 29.E.3, 29.E.5, 30.A.3a, 30.A.5a
Describe responsibilities of employee	
Describe responsibilities of employer or management	
Maintaining Professionalism	
Work with others	
Identify work-related terminology	30.B.1a, 30.B.1b
Adapting to and Coping with Change	
Recognize change and how to deal with change	
Solving Problems and Thinking Critically	
Identify the problem	
Clarify purposes and goals	
Identify solutions to a problem and their impact	
Employ reasoning skills	29.D.4
Evaluate Options	
Set Priorities	
Select and implement a solution to a problem	
Evaluate results of implemented option	
Maintaining A Safe and Healthy Work Environment	
Identify hazardous substances in the workplace	
Demonstrating Work Ethics and Behavior	
Assume responsibility for decisions and actions	
Demonstrating Technological Literacy	
Recognize impact of technological changes on tasks and people	
Maintaining Interpersonal Relationships	
Recognize individual diversity	29.A.1, 29.A.2, 29.A.3, 29.A.4, 29.A.5

Demonstrating Teamwork	
Work with team members	
Evaluate team work results	
Career Development Competencies	
Understand the relationship between work and learning	30.B.1a, 30.B.2a, 30.B.3a, 30.B.4a 30.B.5a
Understand how work relates to the needs and functions of the economy and society	30.A.4a, 30.B.4a
Understand how to make decisions	
Be able to locate, understand, and use career information	30.B.5a, 30.B.5b
Understand how societal needs and functions influence the nature and structure of work	29.E.3, 29.E.4, 30.A.3a, 30.B.3a
Know the importance of growth and change	
Understand developmental changes and transitions	
Be aware of the career planning process	30.B.5a, 30.B.5b

Nifty Activities and Strategies

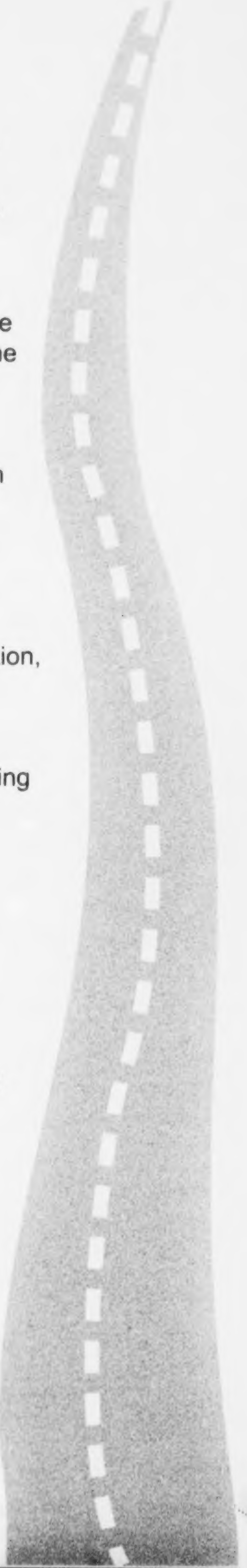
To Achieve Core Indicator #1a!

Learner Attainment of Challenging State-Established Academic Proficiencies

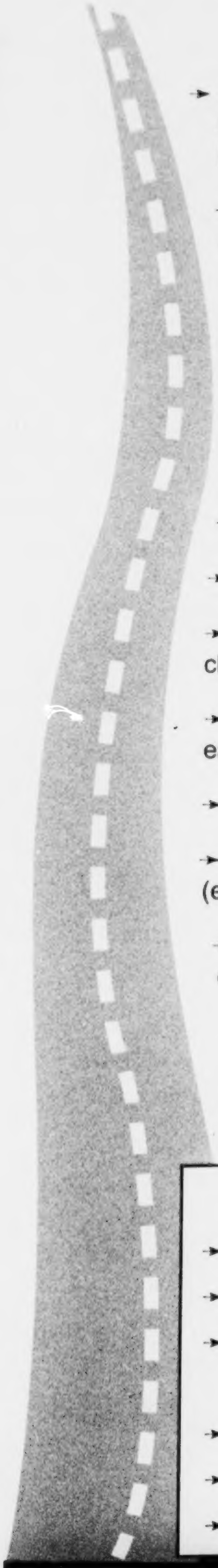
Activities and Strategies for Administrators!

- Involve all instructors, including those from alternative schools and special education, in planning career and technical education (CTE) related activities.
- Develop interagency agreements and strong collaboration among all service providers.
- Assist instructors in obtaining appropriate resources or provide professional development topics to help diminish barriers to learner success.
- Ensure that honor or advanced placement classes are open to all learners who want the challenge.
- Gather and disseminate learner follow-up data, and collect data using consistent methods.
- Establish clear goals for programs and activities, comparing learner performance data to determine success in school environments.
- Establish and maintain partnerships among such entities as the access centers for the Americans with Disabilities Act, area labor/management councils, local Workforce Investment Board/youth councils, area planning councils, associations for retarded citizens, boards of control for area vocational centers, chambers of commerce, faculty advisory boards, and the Illinois Counseling Association.

Activities and Strategies for Coordination and Guidance Personnel!



- Establish a system to identify resources and provide such support services as tutoring, mentoring, note-taking, special instruction materials, interpreters, laboratory fees and supplies, support groups, transportation, adaptive devices, equipment, or assistive technology and supplemental supplies (workbooks, large-print textbooks, study guides, software, etc).
- Provide instructors, learners, and parents with information about required future workforce skills; the importance of math, science, and technology education; the earning potential of various careers; and the importance of nontraditional employment opportunities.
- Arrange work experiences for learners in at least one nontraditional occupation as part of an academic and/or CTE class.
- Assist instructors to obtain appropriate resources or to identify professional development topics that help diminish barriers to learner success.
- Determine availability of vital support services, including child care, transportation, preparatory training, and support groups. Develop a plan to address gaps in services.
- Link with social services and community-based organizations to assist in meeting the support service needs of learners.
- Identify and/or provide instructors with resources on learning styles and information on maximizing learners' strengths.
- Distribute referral forms to all CTE instructors for early detection of difficulty succeeding in class.
- Be proactive in identifying learners who may have difficulty succeeding in academic environments. Check these and other areas for identifiable learners: special education/DHS vocational counselors' list, WIA Eligibility, Aid to Dependant Children, D-F/lists or academic probation, grades, remedial/ developmental class, and standardized or nongrade equivalent assessments (e.g., ISIS/IGAP, Terra Nova).
- Check for referrals with CTE and academic instructors, special education instructors, special populations personnel, guidance personnel, gender equity project personnel, bilingual program or ESL personnel, and WIA/DHS personnel.
- Offer short-term seminars (e.g., study skills, organizational skills) and issue special invitations with incentives to learners for attending.



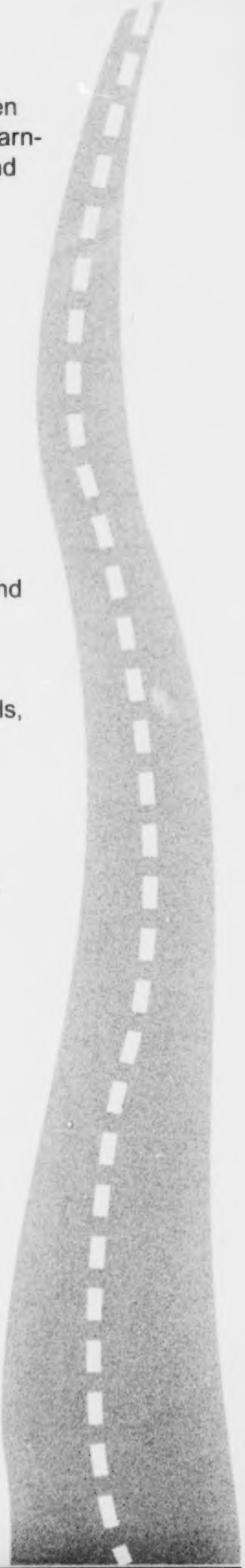
Activities and Strategies for Instructors!

- Provide instruction that includes academic skills, workplace skills, and technical skills taught in an integrated manner to assist learners in connecting schools, training, and careers.
- Plan an orientation session to provide learners with an opportunity to meet one another.
- Coordinate with special populations personnel to assess abilities, interests, aptitudes, unique learning needs, and styles.
- Develop a buddy system in which a graduating special populations learner acts as a “big brother” or “big sister” to an incoming special populations learner.
- Foster learning of academic skills by relating real-world applications.
- Orient learners to your classroom, laboratory procedures, and expectations.
- Provide frequent feedback to learners concerning their work in progress.
- Present material in small, distinct steps that are appropriate for learners in the class.
- Introduce potentially troublesome or misunderstood vocabulary at the beginning of each assignment.
- Involve other personnel in a team approach to teaching.
- Make appropriate adaptations in assignments to meet learner needs and strengths (e.g., substitute a project for a written report).
- Provide learners and support personnel with the course syllabus and/or outlines of planned instructional content and activities in easy-to-read formats.
- Offer a variety of aids in assigning reading material (e.g., high-interest/low-vocabulary reading materials, reading simultaneously with a taped version, and listening to a paraphrased version of the material and following with charts, printed material, or diagrams).

Integrate the following instructional activities into your classroom planning:

- Small and large group interaction
- Self-paced multimedia instructional packages (e.g., programmed learning)
- Acceleration activities (e.g., independent study, assignments with outside resources)
- Activities to develop problem-solving skills
- Student-teacher contracts
- Demonstrations, simulations, and role-playing activities

Professional Development Activities!



- Work with staff members to determine professional development needs and then arrange professional development activities accordingly—for example, group learning through videos, lectures, and workshops with discussion, peer coaching, and individualized learning.
- Assist instructors in obtaining appropriate resources or provide professional development topics to help diminish barriers to learner success.
- Provide training programs on how to plan lessons utilizing resources from the school and community that are available.
- Provide instruction or training on teaching strategies.
- Identify and/or provide instructors with resources on learning styles and information on maximizing learners' strengths.
- Provide inservice and/or materials on study skill techniques, academic skills, and other relevant topics that could be replicated in schools for all learners.
- Conduct professional development activities related to the individual needs of special populations learners for CTE instructors, special education professionals, instructional assistants/paraprofessionals, mentors, tutors, counselors, and administrators.
- Maintain appropriate professional materials and resources.
- Conduct professional development activities in areas such as legislation, work-based learning, integration, interpersonal skills, critical thinking, cooperative learning, and teamwork.

Nifty Activities
and Strategies

To Achieve Core Indicator #1b!

Learner Attainment of Challenging State-Established Career and Technical Proficiencies

Activities and Strategies for Administrators!

- Organize and utilize a gender equity task force, department faculty, or citizen volunteers to establish gender fair criteria for educational and promotional materials.

- Meet with business representatives to improve the level of understanding and communication regarding special populations.

- Investigate existing interagency agreements regarding opportunities such as job shadowing, job placement services, apprenticeships, etc.

- Publicly voice support of CTE programs and special population learners.

- Establish and maintain partnerships among access centers for the Americans with Disabilities Act, area labor/management councils, local Workforce Investment Boards/youth councils, area planning councils, associations for retarded citizens, boards of control for area vocational centers, chambers of commerce, faculty advisory boards, and the Illinois Counseling Association.

- Promote public relations and marketing activities for programs and services.

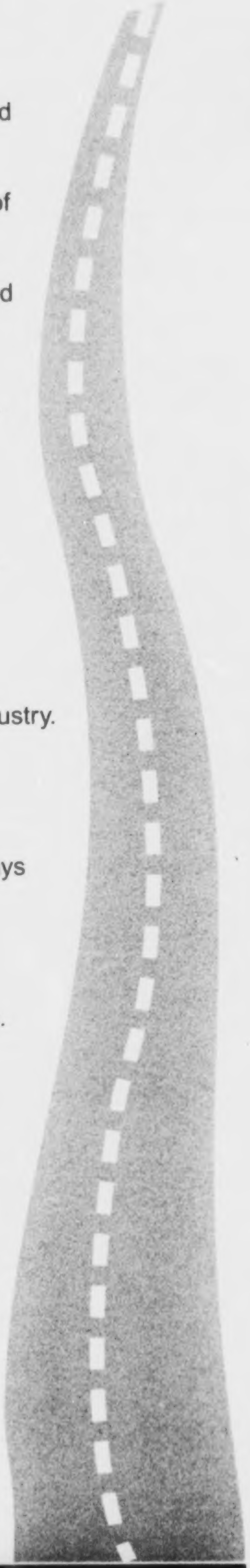
- Involve all instructors, including those from alternative schools and special education, in planning CTE-related activities.

- Ensure that honor or advanced placement classes are open to all learners who want the challenge.

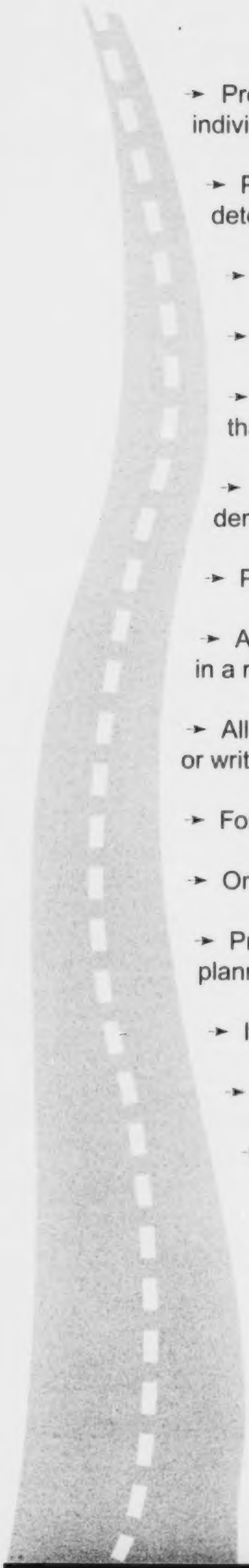
- Establish a system for gathering and disseminating learner follow-up data using consistent methods.

- Establish clear goals for programs and activities, comparing learner performance data to determine success in school environments.

Activities and Strategies for Coordination and Guidance Personnel!



- Use computerized career information systems to match interests, aptitudes, and goals.
- Help develop individualized education and career plans that include the goals of state-established career and technical proficiencies.
- Compile a list of available community resources and disseminate to schools and programs.
- Include in student evaluations a determination of whether learners are being exposed to all aspects of an industry, including areas that are nontraditional for their gender.
- Collaboratively plan job-related field trips.
- Ensure that labor market information is available to all individuals involved with career development activities.
- Produce labor market information by Career Interest Areas.
- Use Career Interest Areas to help organize educator visits to business and industry.
- Plan career expos, job fairs, and other activities that include information on nontraditional careers.
- Identify the variety of human and financial resources available to determine ways in which these resources may provide support services.
- Identify businesses willing to train and prepare learners with special needs.
- Organize a transition planning committee to work with learners with disabilities.
- Follow through with learners on the job, supporting them as needed during times of change through facilitation of agency linkages, financial aid, conflict management, teaming skills, small support groups, and personal follow-up.
- Provide all learners with access to counseling centers that would include access to counselors as well as access to information on available resources, services, and career options, including options that do not require the traditional four-year college degree.
- Establish a process for identifying and reporting special population learners and communicate this process to all those involved.
- Develop a mentoring program so that learners can meet and talk with others who have had similar circumstances.

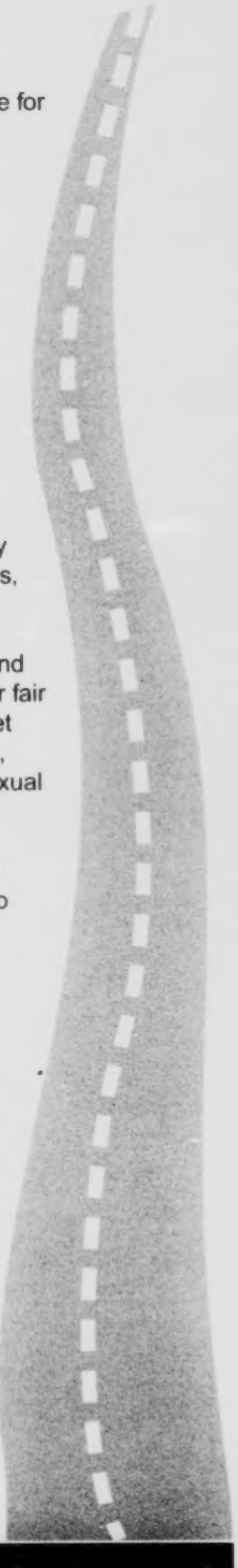


Activities and Strategies for Instructors!

- Provide flexible pacing of instruction and assignments to meet the needs to individual learners.
- Provide curriculum and instructional materials, including computer software, to determine if all materials are inclusive, represent diversity, and are gender fair.
- Involve other personnel in a team approach to teaching.
- Organize instruction into self-contained units, modules, and mini-courses.
- Introduce demonstrations by reviewing previously taught information and/or skills that are relevant to the demonstration.
- Introduce and discuss any technical terms that are used relevant to demonstrations, assigned readings, homework assignments, or the field in general.
- Provide follow-up activities to clarify, reinforce, or extend what is being learned.
- Allow learners to learn and practice appropriate occupational behaviors and skills in a nonthreatening environment without fearing failure.
- Allow learners to exercise their abilities and skills in a situation other than a reading or writing exercise.
- Foster learning of technical skills by relating real-world applications.
- Orient learners to your classroom and laboratory procedures and expectations.
- Provide learners and support personnel with course syllabus and/or outlines of planned instructional content and activities in easy-to-read formats.
- Integrate the following instructional activities into your classroom planning:
  - Individualized learning packages
  - Computer-assisted instruction
  - Self-paced multimedia instructional packages (e.g., programmed learning)
  - Acceleration activities (e.g., independent study, assignments with outside resources)
  - Task analysis and flexible grouping
  - Exposure" activities (e.g., field trips, interviews, shadowing activities)

Professional Development Activities!

- Provide career development services to help students identify, plan, and prepare for career options.
- Provide career education materials.
- Offer workshops and inservices for faculty and school personnel that address nontraditional issues.
- Provide inservices to businesses and employers on issues and accommodations relating to working with special populations.
- Collaborate with existing community groups such as the Business Education Alliance to provide professional development to employers and community service providers.
- Work with staff members to determine staff development needs and accordingly arrange staff development activities (i.e., group learning through videos, lectures, and workshops with discussion; peer coaching; individualized learning).
- Coordinate activities that include technical assistance and inservice to inform and raise awareness of the following equity issues: gender role stereotyping, gender fair language, gender fair teaching, changing roles of women and men, labor market and workforce trends, impact of career choice on wages, nontraditional careers, balancing work and family, family friendly work environments, and racial and sexual harassment/discrimination-free environments.
- Provide technical assistance and inservice activities to address serving special populations learners. Include methods to define and identify learners' barriers to full participation in programs, and methods used to provide services to overcome those barriers.



Nifty Activities and Strategies

To Achieve Core Indicator #2!

Learner Attainment of Secondary School Diploma or Its Equivalent and Postsecondary Credential or Degree Attainment

Activities and Strategies for Administrators!

- Establish and maintain partnerships among such entities as the access centers for the Americans with Disabilities Act, area labor/management councils, local Workforce Investment Board/youth councils, area planning councils, associations for retarded citizens, boards of control for area vocational centers, chambers of commerce, faculty advisory boards, and the Illinois Counseling Association.
- Collect data on job placement and job retention for all learners, including those who dropped out of school and those who graduated.
- Systematically seek advice and enlist support from program advisory and CTE participatory planning committees concerning strategies that support special populations participation and retention in programs.

Activities and Strategies for Coordination and Guidance Personnel!

- Designate an on-site liaison/advocate to assess the needs of specific learners and assist them in accessing the services they need to continue and complete their education.
- Provide an ongoing support system for nontraditional learners that includes a drop-in counseling program, time spent with female role models/mentors from various nontraditional shops/jobs, and job shadowing with employees in nontraditional occupations.
- Collaborate with instructors to ensure the success of all learners.
- Identify and coordinate support services necessary for learners to succeed.

- Identify the variety of human and financial resources available to determine ways in which these resources may provide support services.
- Develop a buddy system through which a graduating special populations learner acts as a "big brother" or "big sister" to an incoming special populations learner.
- Provide mentoring and/or tutoring programs in areas in which learners have deficiencies.
- Develop interagency agreements and strong collaboration among all service providers.
- Distribute referral forms to all CTE instructors for early detection of difficulty succeeding in class.
- Check for referrals with CTE and academic instructors, special education instructors, special populations personnel, guidance personnel, gender equity project personnel, bilingual program or ESL personnel, and WIA/DHS personnel.

Activities and Strategies for Instructors!

- Encourage learners to develop a sense of responsibility and pride in themselves and their work.
- Deliver instruction and assignments in a nonthreatening manner.
- Coordinate with special populations personnel to assess abilities, interests, aptitudes, unique learning needs, and learning styles.
- Check to make sure that all learners are productively involved in classroom and laboratory activities.
- Provide frequent feedback to learners concerning their work in progress.
- Introduce appropriate role models for learners (especially special needs, disadvantages, and LEP learners).
- Provide learners and support personnel with a course syllabus and/or outlines of planned instructional content and activities.
- Be certain that the learner has mastered one step in a process before proceeding to the next step.
- Provide for in-class remediation.

- Assure that assignments which are to be completed outside the classroom/laboratory are designed to provide the necessary remedial help.
- Encourage all learners to become actively involved in CTE student organization activities (leadership development, interpersonal relationship skills, and self-concept).
- Develop a buddy system in which a graduating special populations learner acts as a "big brother" or "big sister" to an incoming special populations learner.
- Integrate the following instructional activities into your classroom planning:
  - Computer-assisted instruction (CAI)
  - Individualized learning packages
  - Practical, hands-on activities
  - Task analysis, including the further breakdown of available tasks into subtasks and elements
  - Audiovisual aids
  - Team teaching

Professional Development Activities!

- Work with staff members to determine professional development needs and then, arrange professional development activities accordingly (i.e., group learning through videos, lectures, and workshops with discussion; peer coaching; individualized learning).
- Assist instructors in obtaining appropriate resources or provide professional development topics to help diminish barriers to learner success.
- Conduct professional development activities related to the individual needs of special populations learners for CTE instructors, special education professionals, instructional assistants/paraprofessionals, mentors, tutors, counselors, and administrators.
- Identify and/or provide instructors with resources on learning styles and information on maximizing learners' strengths.
- Provide inservice and/or materials on study skill techniques, academic skills, and other relevant topics that could be replicated in schools for all learners.
- Maintain appropriate professional materials and resources.
- Conduct professional development activities in areas such as legislation, work-based learning, integration, interpersonal skills, critical thinking, cooperative learning, and teamwork.

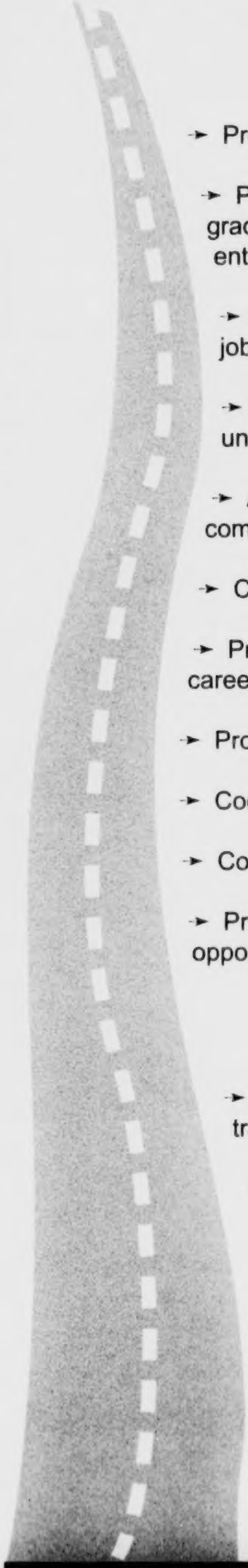
Nifty Activities and Strategies

To Achieve Core Indicator #3!

Post-Program Placement in, Retention in, and Completion of Secondary or Postsecondary Education or Advanced Training, Placement in Military Service, or Placement or Retention in Employment

Activities and Strategies for Administrators!

- Establish clear goals for programs and activities, comparing learner performance data to determine success in school- and work-based environments.
- Collect data using consistent methods.
- Survey learners and relevant others for program and activity improvement suggestions.
- Solicit observations and data from appropriate external sources.
- Gather and disseminate learner follow-up data and collect data using consistent methods.
- Ensure that follow-up studies include the retention rate of learners entering nontraditional occupations, including those nontraditional for their gender.
- Involve all instructors, including those from alternative schools and special education, in planning CTE-related activities.
- Invite employers to sit on the programs' advisory committees.



Activities and Strategies for Coordination and Guidance Personnel!

- Provide dependant care and transportation to facilitate access.
- Provide current information and updates to all learners and their parents on the graduation requirements, entry requirements for postsecondary training, and college entrance requirements.
- Develop linkages with employers to ensure all learners have equal access to jobs.
- Develop articulation agreements with provisions for traditionally underrepresented populations to ensure equity in transition.
- Assist learners to obtain resource materials on career opportunities in the community.
- Conduct coordinated recruitment and guidance efforts.
- Provide career development services to help learners identify, plan, and prepare for career options.
- Provide career education materials.
- Coordinate school-to-school or school-to-work transition activities.
- Constantly reinforce the program's positive image.
- Provide employers with information on nontraditional employment, including opportunities and potential barriers.

Activities and Strategies for Instructors!

- Provide information on viable career options for learners that do not require the traditional four-year college degree.
- Provide opportunities for nontraditional learners to form strategies for successes in an occupation dominated by the other gender.
- Develop a mentoring program utilizing community members from business and industry, municipal and other not-for-profit agencies, learners, alumni associations, fraternal organizations, church groups, and retired employees.
- Orient and train mentors to familiarize them with the procedures and people.
- Match the mentors and learners using personal interests, hobbies, relevant backgrounds, and family information.

- Encourage weekly meetings between mentors and learners or instructors.

- Evaluate the mentoring and tutoring programs to ensure the programs are effective and serving the needs of all learners.

- Offer short-term seminars on topics such as appropriate workplace behavior, career-specific language and terminology, and issue special invitations with incentives to students for attending.

- Conduct coordinated recruitment and guidance efforts.

- Offer peer and professional tutoring on specific skills (e.g., social, etiquette, job application, interviewing, and job maintenance) to help learners gain confidence. Distribute business cards, program brochures or packets, and fliers.

- Initiate and maintain positive public relations about the programs and services by issuing press releases, mailing newsletters to employers, making public service announcements, hosting program open houses for employers, and giving informational presentations to business groups and organizations.

- Notice the opening of new businesses.

- Secure commitment from employers to interview and hire learners by making the request for commitment in a way that cannot be answered with "no" (e.g., "When may I bring my student in to interview (or visit)?" or "Let me bring the student in tomorrow.").

Professional Development Activities!

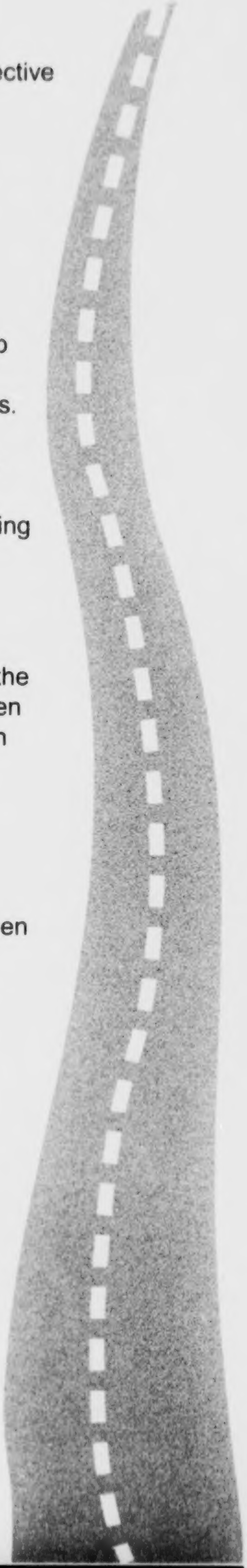
- Work with staff members to determine professional development needs and then arrange professional development activities accordingly (i.e., group learning through videos, lectures, and workshops with discussion; peer coaching; individualized learning).

- Conduct informal workshops at business, community, or school locations.

- Inform employers of the major benefits of attending these workshops, emphasizing labor market consideration and community responsibility.

- Provide training, as requested, to community members and business and industry representatives.

- Train placement staff on overcoming barriers to entry into nontraditional employment.



Nifty Activities and Strategies

To Achieve Core Indicator #4!

Learner Participation in and Completion of Career and Technical Education Programs That Lead to Nontraditional Training and Employment

Activities and Strategies for Administrators!

- Involve all instructors, including those from alternative schools and special education, in planning CTE-related activities to nontraditional employment.
- Organize and utilize a gender equity task force of department faculty or citizen volunteers to establish gender fair criteria for educational and promotional materials.
- Establish an advisory committee that involves females and minority businesses, industries, and labor organizations and advocacy groups for girls and women.
- Ensure all posters, brochures, fliers, and other promotional materials include nontraditional occupations, which feature photos and testimonials of women and minorities working in these occupations.
- Send introductory letters to all learners in every program to welcome them and inform them of available support services.
- Establish clear goals for nontraditional programs and activities, comparing learner performance data to determine success in school- and work-based environments.
- Gather and disseminate learner follow-up data and collect data using consistent methods.
- Survey learners and others who are involved for nontraditional program and activity improvement suggestions.
- Solicit observations and data from appropriate external sources.

- Establish and maintain partnerships among such entities as area labor/management councils, local Workforce Investment Board/youth councils, area planning councils, boards of control for area vocational centers, chambers of commerce, faculty advisory boards, and the Illinois Counseling Association.

- Systematically seek advice and enlist support from program advisory and CTE participatory planning committees concerning strategies that support nontraditional participation and retention in programs.

- Promote public relations and marketing activities for programs and services.

Activities and Strategies for Coordination and Guidance Personnel!

- Provide information for learners on general workplace skills that include legal rights on the job and techniques to prevent and diffuse sexual harassment.

- Test for abilities, interests, aptitudes, unique learning needs, and learning styles in learners, and provide support to strengthen these.

- Send letters to parents and learners informing them of nontraditional programs and available support services.

- Hold career information days for 8th and 9th grade learners.

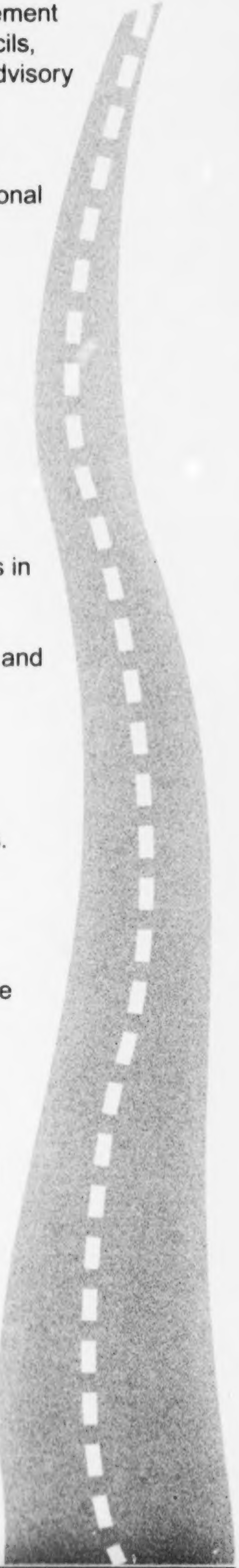
- Establish a center where learners can go during designated hours to use computerized career information software to check their interests and aptitudes.

- Assist learners to obtain resource materials on career opportunities in the community.

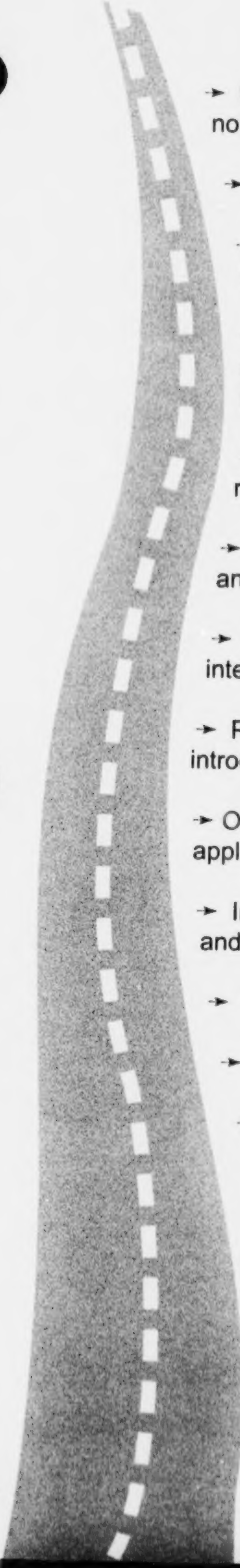
- Provide career development services to help learners identify, plan, and prepare for nontraditional career options.

- Coordinate school-to-school or school-to-work transition activities with role model mentors in nontraditional careers.

- Develop recruitment materials that feature pictures of learners in nontraditional programs, emphasizing information about all types of jobs available through nontraditional training, with indications of the salary range for entry-level and experienced workers.



Activities and Strategies for Instructors!



➛ Help plan career expos, job fairs, and other activities, including information on nontraditional careers.

➛ Develop and provide nontraditional work-based experiences for all learners.

➛ Expose each learner to a full range of careers, including those which are nontraditional for their gender.

➛ Provide learners with career exploration activities, experiences, and information about high-wage, high-skill, and nontraditional occupations; access to role models in nontraditional careers; and visits to worksites.

➛ Ensure that career fairs include nontraditional occupations and role models that represent the workforce, including those in nontraditional careers.

➛ Involve women-owned and minority-owned businesses in all phases of planning and implementation of work-based learning experiences.

➛ Train workplace mentors on gender issues and on methods to mentor girls interested in nontraditional occupations.

➛ Provide training for workplace mentors that includes awareness of gender issues, introducing methods to mentor girls and boys interested in nontraditional occupations.

➛ Offer peer and professional tutoring on specific skills (e.g., social, etiquette, job application, interviewing, and job maintenance) to help learners gain confidence.

➛ Include information for learners on general workplace skills, legal rights on the job, and techniques to prevent and diffuse sexual and racial harassment.

➛ Conduct coordinated recruitment and guidance efforts.

➛ Provide career education materials to learners.

➛ Coordinate school-to-school or school-to-work transition activities.

➛ Develop a buddy system in which a graduating nontraditional learner acts as a "big brother" or "big sister" to an incoming nontraditional learner.

➛ Plan an orientation session to provide nontraditional learners with opportunities to meet one another.

➛ Expand the availability of work-based learning experiences in high-wage, high-skill occupations.

➛ Evaluate work-based learning experiences by gender and racial/cultural backgrounds to determine that learners are represented equally in all areas.

- Ensure that learners who are exposed to the full range of careers are assisted in determining skills and interests which are transferable to nontraditional occupations, prior to being matched to work-based learning experiences.

Professional Development Activities!

- Offer workshops and inservices for faculty and school personnel that address nontraditional issues.

- Work with staff members to determine professional development needs and then arrange professional development activities accordingly (i.e., group learning through videos, lectures, and workshops with discussion; peer coaching; and individualized learning).

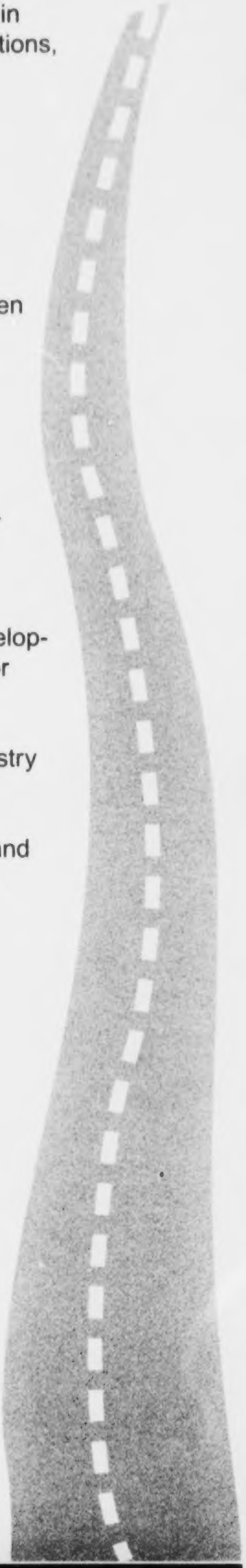
- Maintain appropriate professional materials and resources.

- Conduct professional development activities in areas such as legislation, work-based learning, integration, interpersonal skills, critical thinking, cooperative learning, and teamwork.

- Conduct professional development activities concerning identifying and/or developing special instructional materials or adapting existing instructional materials for nontraditional programs.

- Provide training, as requested, to community members and business and industry representatives on nontraditional careers.

- Orient all participating businesses/organizations about nontraditional careers and the composition of the workforce of the future, and require gender parity in the learners they accept for placement.



Nifty Ideas

FOR INTEGRATING BASIC ACADEMIC SKILLS & CAREERS

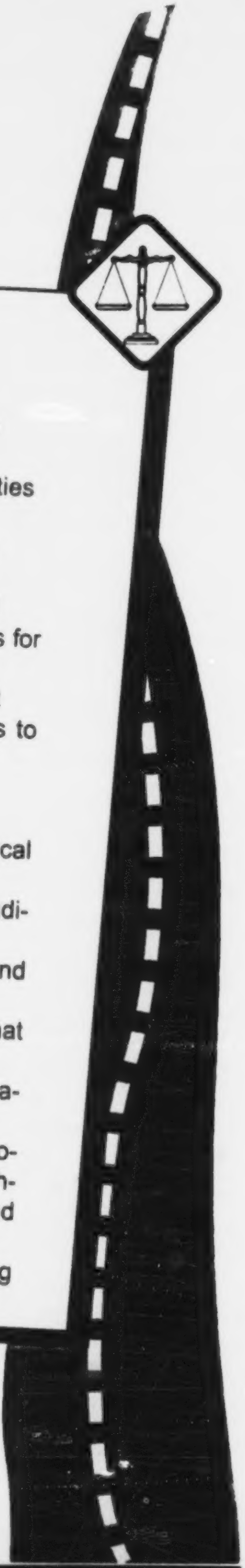
Quality programs should integrate theoretical learning with applied learning and may include a mix of work-based learning with other types of service or community development projects. Through work-based learning, students learn ways in which their daily academics interface with happenings in the "real world." School-based enterprises and service learning projects engage students by providing exposure to broad skills of life: underlying principles of technology; labor issues; community issues; and health, safety, and environmental issues.

DID YOU KNOW?

- Studies show that employees wait until their mid- to late-twenties to settle into their careers.
- Formal company training is concentrated among workers between the ages of 25 and 44.
- The manufacturing sector continues to be more training-intensive than the service sector.
- In the United States, the manufacturing sector represents 17.2% of the economy and receives 20.2% of formal company training for skill improvement.
- The most technology-intensive environments are still shop floors.

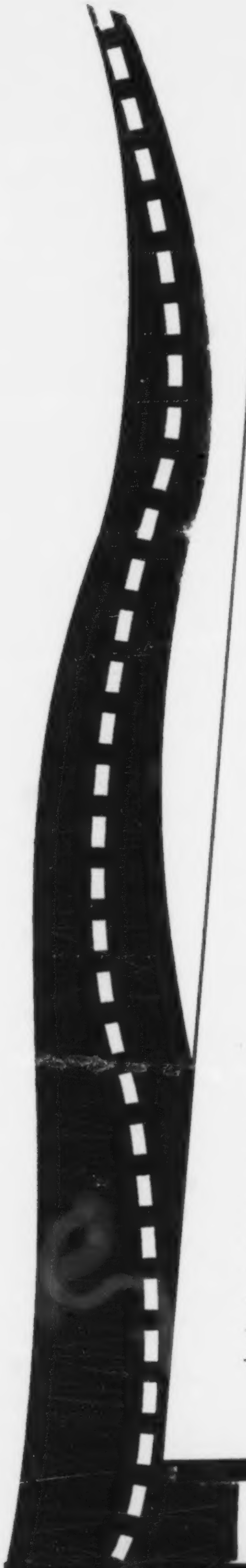
Integrating Academic Skills and Career and Technical Education!

- Record books on tape for blind learners and community members with special needs
- Create a "Welcome Wagon" program for learners
- Run a homework hotline
- Establish a peer or cross-age tutoring program
- Teach nutritional menu planning to elementary school children



The All-Important Equity Activities!

- Engage learners in a discussion on nontraditional career options.
- Encourage accomplished minority and women business leaders to provide positive role models for youth.
- Recruit minority associations and media serving minority communities to identify key prospects for employer recruitment.
- Encourage accomplished minority and women business leaders to serve as mentors, tutors, tour leaders, and speakers.
- Monitor local and state expenditures for job training and career and technical education (CTE) to see whether adequate support exists for training in nontraditional careers.
- Train instructors, counselors, and program administrators to support access to high-wage training and employment. Provide inservices to instructors and counselors on gender equity practices.
- Develop policies and practices to prevent and end harassment of females in nontraditional shops.
- Ensure that speakers, mentors, instructors, and field trips in technical areas include female role models.
- Develop supportive services to ensure retention of females in nontraditional CTE programs.
- Carry out schoolwide education about sexual harassment with staff and students.
- Offer workshops and inservices for instructors and school personnel that address nontraditional issues.
- Help plan career expos, job fairs, and other activities, including information on nontraditional careers.
- Provide media education to learners, assisting them to identify stereotypes and biases. Take a critical approach to evaluating the media, teaching learners to question, analyze, and evaluate TV shows, websites, and games.
- Adopt a class philosophy or mission statement, collectively promoting differences and fairness.



Activities for School-Based Enterprises & Service Learning Projects!

- Landscape school grounds.
- Set up an aquatic ecosystem.
- Repaint school buildings that are frequent graffiti targets with murals showing scenes from history.
- Produce a video yearbook.
- Design and build a battery-powered car.
- Make toys for underprivileged children.
- Operate a school convenience store.
- Design and make prom dresses.
- Build portable classrooms, ticket booths, and podiums.
- Build and auction student-created items.
- Evaluate buildings for handicapped access.
- Rehabilitate rundown housing for homeless persons.
- Organize an international fair.
- Operate a school bank.
- Conduct health screenings or a health fair on campus or in the community.
- Grow and sell plants and flowers for Mother's Day, Valentine's Day, etc.
- Maintain school lawn mowers, tractors, etc.
- Install an irrigation system for schools.
- Operate a soil testing service.
- Run a birthday concession—balloons, flowers, clowns, etc.—and incorporate a cake decorating business.
- Make overnight kits for the women's crisis center.
- Make and sell Christmas ornaments.
- Operate a gift-wrapping business before Christmas.
- Manage a word processing, résumé, and letterhead business.
- Direct a website development service.
- Participate in a political campaign.
- Service VCRs.
- Organize a simple computer repair business.
- Create an Internet research service.
- Print/dye custom T-shirts.
- Create an auto detailing/steam cleaning enterprise.
- Volunteer for a "Meals on Wheels" route.
- Operate a clothing alterations/repair business.
- Make costumes and do makeup for Halloween.

Excerpts taken from California Institute on Human Services. (1997). *School-to-Work: All Students as Participants*. Rohnert Park: Sonoma State University.

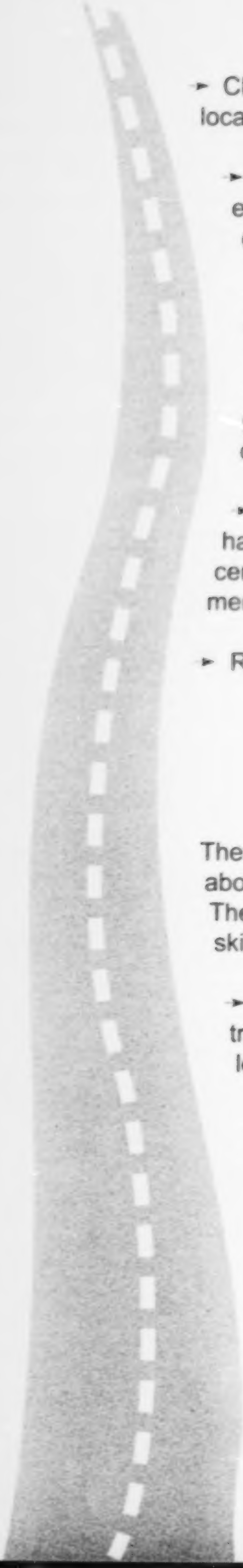
Nifty Ideas

FOR MENTORING

Mentoring is an excellent technique to help learners stay in school. Effective mentoring programs provide learners with opportunities to interact with adults who can help develop their skills in communication, problem solving, and in many other areas. Meaningful relationships between mentor and learner are important in providing additional support and guidance to learners, and to assist in establishing high expectations and improving self-image.

DID YOU KNOW?

- Youth who have strong bonds with an adult avoid problem behavior despite living in high-risk situations.
- Studies show that a strong bond with an adult—whether a parent or other family member, instructor, coach, community member, or other significant individual—can decrease the likelihood of delinquent behavior.
- Research shows a 46% reduction in the initiation of drug use and a 27% reduction in the initiation of alcohol use for young people who participate in the mentoring programs provided by Big Brother/ Big Sister.
- Grades in school improve for 59% of learners as a result of help from their mentors.
- 53% credited mentors with improving their ability to avoid drugs.
- 52% of learners improved their ability to stay out of trouble as a result of their mentoring experience.
- Some mentoring experts have advocated that an individual have multiple mentors, including older, more senior individuals, peers, and subordinates.
- People don't want to know how much you know until they know how much you care.
- Support and mentoring should be given to develop competence not dependence.
- Asking "why" questions can be interpreted as blaming or judging and creating defensiveness.
- Learning requires humility, curiosity, and risks.



Recruiting Successful Mentors!

- Choose exemplary business employees and community leaders as mentors for the local school district.

- Select mentors who can communicate with learners and who are willing to listen; explain complex concepts; and to empathize with learners who are dealing with competing stresses at school, work, and home.

- Seek mentors who are willing to make a personal, long-term commitment targeted at making a sustained and significant impact on a young person's life.

- Recruit mentors from business, industry, municipal agencies, local church groups, retired teacher organizations, college alumni associations, and fraternal organizations.

- Select mentors who are not only exemplary in their occupations, but who also have personal characteristics that include sincere generosity, compassion and concern, and the ability to look objectively at accomplishments and offer encouragement.

- Require references, interviews, and careful screening of mentors.

Tips for Training Successful Mentors!

There may be individuals who want to be involved as mentors but are apprehensive about knowing how to relate to or understand the full scope of the responsibilities. The following training tips should be provided to all mentors to reinforce mentoring skills and to clarify the expectations of the mentoring partnerships:

- Orient mentors on the role of the mentor, expectations of the school for mentors, training plans for learners, mentoring strategies that work, profile of the typical learner, how to interact with learners, and the benefits of mentoring.

- Identify the role of instructors in mentor-learner relationships or the role of the school in a work-based mentoring program.

- Discuss liability issues with mentors.

- Help mentors establish benchmarks of progress in the relationship.

- Provide mentors with school resources if needed.

- Orient mentors to cultural sensitivity, student records, and confidentiality issues.

- Provide strategies to mentors on how to instill self-esteem.

- Develop a mentoring handbook to address common questions mentors have about working with learners, especially those learners with special needs.
- Inform mentors of the direct and indirect benefits from working with individuals with disabilities.
- Include information about behaviors that constitute sexual harassment and the school district policy on enforcement.
- Educate mentors on career-technical education and the benefits to their business.

Tips for Training Learners to Be Successful in Mentoring Situations!

Learners may also be wary or uneasy in understanding their role in a mentoring relationship. In order to ease anxiety and frustration, here are some suggestions for mentors, instructors, parents, or counselors to use when introducing a learner into a mentoring program.

- Provide learners with a handbook that discusses their role in a mentoring program.
- Help learners understand what to expect from a mentoring situation.
- Encourage learners to be willing to learn from a mentor.
- Have learners seek information on the profile of a typical mentor.
- Ensure that learners are willing to work with a mentor and will appreciate the benefits and time given by the mentor.
- Link career and technical education to work, family, and community.
- Motivate learners to see that what they learn in school has relevance to their daily lives.
- Tie curricula and instruction to learners' daily situations and environments.
- Increase the understanding, motivation, and importance of the learning in school and its relationship to the world of work.
- Provide tours and show learners typical work areas and jobs.
- Invite the learner to special company activities.

Celebrate the Successful Relationship Between Mentor and Learner!

Excerpts taken from California Institute on Human Services. (1997). *School-to-Work: All Students as Participants*. Rohnert Park: Sonoma State University.

Nifty Ideas

FOR APPLAUDING EFFORTS OF BUSINESSES AND COMMUNITIES!

Too often we forget to reward businesses and communities for participating in our educational partnerships. We ask these entitites to coordinate, collaborate, brainstorm, share resources, and provide support, but sometimes forget to show our deep appreciation for the work. How can learners, instructors, counselors, and administrators accomplish this? Read on!

DID YOU KNOW?

- **Opportunity for employment is increased by 30% when schools collaborate with businesses and the community.**
- **Support from top leadership almost guarantees faster and more thorough response for business and community involvement.**
- **The more interest businesses have in schools, the better the performance of educators.**
- **The involvement of businesses and communities in education enhances the competitive advantage of all parties involved.**
- **Instructors trek to businesses, and communities provide new ideas and resources to the school.**

Applauding Businesses and the Community!

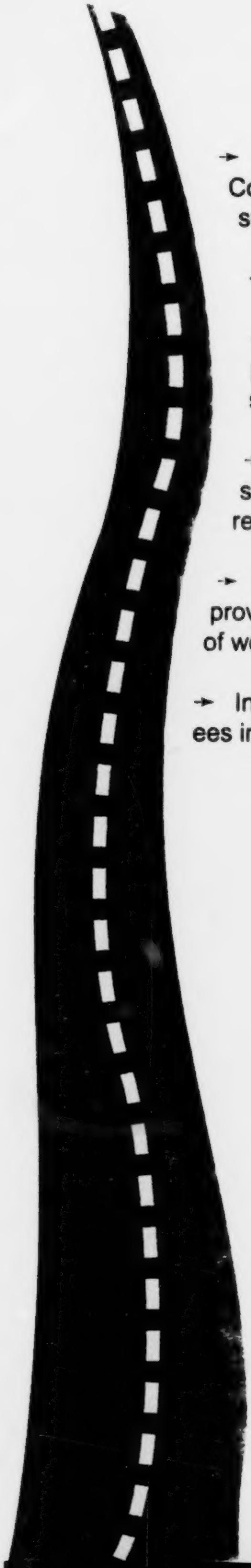
- Elicit businesses and the community in the design of the CTE programs.
- Ask businesses and the community to identify the competencies needed now and in the future.
- Use businesses and the community to help set and assess work-related competency standards.
- Create action-oriented task forces that address business and community concerns.

- Acknowledge and take action on employers' and community members' concerns about student workers.
- Consult with employers about decisions that will impact the preparation of future employees.
- Involve business employees and community members as tutors, mentors, guest speakers, and in job shadowing activities.
- Reward businesses and the community for their contributions by providing visibility in school publicity.
- Mention employers' and community members' contributions to local, state, and national organizations (e.g., Chamber of Commerce) and dignitaries (e.g., members of Congress and the Senate).
- Ask dignitaries and the news media to visit business-school-community partners.
- Nominate the businesses and the community for state and national boards and organizations.
- Ask members of the business partnership and community to speak at school functions such as commencement.
- Spotlight the achievements of business-school-community partnerships in career-technical education at conferences and conventions.
- Ensure that recognition given is for equitable activities and behaviors.

Promoting Equity Within the Business-School-Community Partnership!

- Plan a strategic recruitment drive that promotes equity.
- Identify someone within the employer community to be a "champion" for providing equitable school-to-work programs.
- Find companies and community groups that already evidence commitment to equitable activities.
- Scan the want ads in local newspapers and analyze the positions available for equity assurance.
- Survey local businesses and industry to determine if there is a shortage of nontraditional employees.

Excerpts taken from California Institute on Human Services. (1997). *School-to-Work: All Students as Participants*. Rohnert Park: Sonoma State University.



Additional Ideas for Including Businesses and the Community!

- Access employers through local chapters of industry associations, Chambers of Commerce, Private Industry Councils, advisory board members of career-technical school departments, and other organizations that offer training.
- Access unions through local leadership.
- Involve employers and unions representing career-technical industries as full partners on the governing coalition, in consultation on program design and skills standards, etc.
- Use union members to serve on advisory boards, to identify youth apprenticeship slots, to assist in curriculum development, to design mentoring programs, and to recruit employers that encourage and promote women.
- Use employers to identify appropriate mentors and coaches for learners, to provide plant tours, to provide youth apprenticeship slots, and to increase participation of women in business.
- Involve work supervisors to teach the skills they practice and relate to their employees in an academic setting.

Excerpts taken from California Institute on Human Services. (1997). *School-to-Work: All Students as Participants*. Rohnert Park: Sonoma State University.

Nifty Ideas

FOR RECRUITMENT AND MARKETING CAREER-TECHNICAL EDUCATION!

The entire education system coupled with the community, business, and local industry can make great things happen for learners interested in career and technical education (also known as CTE). First and foremost learners and the communities need to recognize the importance and relevance of CTE. The next steps include recruitment of interested learners and aggressive marketing of programs, instructors, and opportunities.

DID YOU KNOW?

- **CTE helps to increase graduation rates as CTE concentrators graduate at 92% versus all learners at 82%.**
- **CTE provides the foundation of basic skills for Workforce Development in Illinois.**
- **The Illinois CTE curriculum is directly aligned with the Illinois Learning Standards.**
- **Technical skills taught in CTE courses are based on industry and Occupational Skill Standards.**

Recruiting for CTE!

- Present information and material about CTE at local business organizations.

- Recruit employers in a door-to-door or mail-out and phone follow-up campaign.

- Develop CTE business champions to recruit other employers.

- Conduct informal workshops at businesses in the community, or at school locations.

- Inform employers of the major benefits of attending these workshops, emphasizing labor market consideration and community responsibility.

- Coordinate efforts with other area schools to ensure that major businesses are not inundated with multiple requests.
- Visit the personnel offices of large corporations
- Notice the opening of new businesses
- Check local Chamber of Commerce listings or other business guides
- Emphasize the institution's or program's general reputation in the community at large.
- Identify employers that have hired students in the past.
- Make scheduling sacrifices and other compromises Schedule when it's convenient for employers, not necessarily for instructors.
- Secure commitment from employers to interview and hire stidents by making the request for commitment in a way that cannot be answered with "no"
  - **Don't say, "Would you like to hire a graduate?"**
  - **Do say, "When may I bring my student in to interview (or visit)?" or**
  - **Better still say, "Let me bring the student in tomorrow."**
- Take the employer on a tour of the program's facilities.
- Constantly reinforce the program's positive image.

Marketing CTE!

- Distribute business cards, program brochures, packets, or fliers.
- Issue press releases.
- Mail a regular newsletter to employers.
- Make public service announcements.
- Host a program open house for employers.
- Give an informational presentation to business groups and organizations.
- Invite employers to sit on the program's advisory committee.
- Send seasonal greeting cards.

Excerpts taken from California Institute on Human Services. (1997). *School-to-Work: All Students as Participants*. Rohnert Park: Sonoma State University.

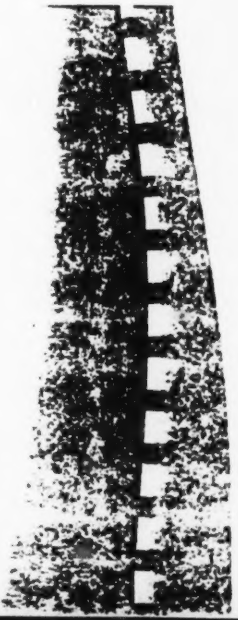
Nifty Ideas

FOR PARENT INVOLVEMENT!

In today's changing culture, it is absolutely vital to involve families in raising and influencing learner standards. Family involvement influences the attitudes of children towards educational activities, and positive attitudes are essential for learning and success. The following information includes strategies for the inclusion of all families, including those with language barriers.

DID YOU KNOW?

- **83% of parents say that they have had contact with their child's instructor to discuss academic progress.**
- **95% of parents say the teacher genuinely cared about their child during parent-instructor conferences.**
- **90% of parents say the instructor motivates their children to learn and explore.**
- **25% of parents say they are actively involved in their child's school.**



Encouraging Parental Involvement!

- Offer parenting classes with an emphasis on promoting self-esteem.
- Encourage parent membership on an advisory board.
- Inform parents of the benefits of learners participating in nontraditional fields and encourage parents to explore these avenues with their children.
- Involve parents as tutors and mentors.
- Support parents, instructors, and other principals to build a partnership.
- Consult with parents on a variety of issues and become aware of their areas of knowledge.
- Conduct annual parent-learner-counselor/advisor meetings.

- Develop a written contract with the parent agreeing to the learner's choice of career path and courses.
- Encourage parent involvement in developing a learner's training plan.
- Establish an expectation that every parent will volunteer at least one day a year to the school.
- Examine your region's practices and consciously build in more opportunities for parent involvement.
- Require a parent contract for learner entry into CTE.
- Encourage parent attendance at student academic fairs demonstrating their children's competence and achievement.

Encouraging Involvement of Parents with Limited English Proficiency!

- Provide information, written and oral, in the parent's native language.
- Use bilingual staff to help as interpreters and translators to involve parents.
- Call a nearby college to ask students to assist as interpreters and translators.
- Offer meetings at a variety of times and locations, and keep track of those that draw the best attendance.
- Host an open house for parents to meet and network with one another.
- Offer crosscultural workshops for parents.
- Conduct follow-up services with parents to troubleshoot linguistic or cultural misunderstandings.
- Offer bilingual classes or workshops on employability skills.
- Promote family counseling activities.
- Arrange tours of schools and other related facilities, providing a translator to ensure effective communication.

Involving Parents in Career Guidance!

- Invite parents to provide job shadowing opportunities at their places of employment.
- Develop a brochure or promotional materials targeting parents, detailing services and programs offered by the school.
- Encourage parents to network with community employers.
- Inform parents about nontraditional fields and work opportunities.
- Implement a Parent/Learner program on campus to alleviate fears of learners about attending college.
- Ask parents to help develop job shadowing opportunities and work experience opportunities for their child.
- Involve parents in helping to identify the child's career interest and aptitudes.
- Recruit parents to coordinate community and support services, and provide leadership in governance, advisory, and advocacy groups.
- Organize a panel of parents, learners, school staff, and agency representatives to share examples of best practices.

Providing Support Services to Parents!

- Arrange transportation to and from meetings.
- Hold meetings in the community.
- Design an informative newsletter for parents.
- Coordinate parents as volunteers within the school.
- Provide babysitting.
- Employ a parent outreach coordinator to build parent involvement.
- Recruit parents as speakers and mentors for learners.
- Provide computer training and access for parents and showcase software that learners are using.
- Organize a parent support and networking group.
- Offer stress management, effective parenting, and effective communication classes for parents.

Excerpts taken from California Institute on Human Services. (1997). *School-to-Work: All Students as Participants*. Rohnert Park: Sonoma State University.

Nifty Ideas

FOR ASSISTING INDIVIDUALS WHO ARE ECONOMICALLY DISADVANTAGED!

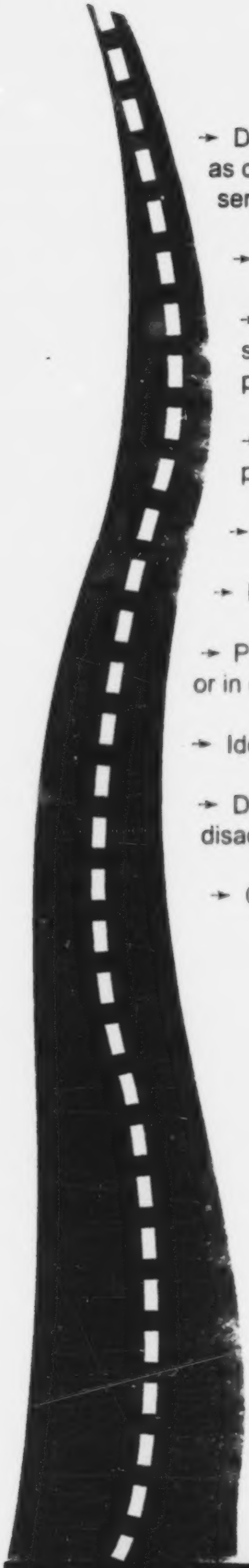
Individuals from economically disadvantaged families, including foster children, are defined as such families or individuals who are determined by the Secretary of Education to be low-income according to the latest available data from the Department of Commerce. According to Perkins III, these individuals may be identified by eligibility for free or reduced-price school lunches, TANF/public assistant funds, or by an annual income set at, or below, the official poverty level, etc. These individuals need assistance in many ways. Listed in this section are suggestions that may assist economically disadvantaged students to achieve academic success!

DID YOU KNOW?

- **The poverty rate for Illinois was 10.6% in 1997-1998.**
- **Between 1970 and 1990, 99% of the increase in number of families living in poverty was among families headed by women.**
- **There are approximately 233,000 displaced homemakers and 481,000 single parents living in Illinois.**
- **Births to single mothers have nearly doubled since 1980, from 18.4% to 32.4% in 1997.**
- **Only 21.3% of child support recipients have received full payments.**

Nifty Ideas for Assisting Economically Disadvantaged Individuals!

- Train learners to learn and deal creatively with conflict situations in the workplace.
- Teach learners team building skills such as brainstorming, sharing resources and task responsibility, and delegating assignments.
- Encourage the contribution of thought-provoking ideas, encouragement of others, giving and accepting nondefensive feedback, taking turns for talking, and focusing on group problem solving.
- Plan activities to teach learners about the concepts and realities of checking accounts, savings accounts, budgets, and lifestyle choices with reference to money.
- Train learners how to obtain information relating to their own interests and abilities at career days and job fairs.
- Provide information to learners on available resources at community colleges, Department of Public Aid, independent scholarship search organizations, community agencies, and philanthropic foundations.
- Encourage learners to participate in a paid cooperative education experience.
- Find role models who were economically disadvantaged.
- Inform parents and learners about the financial aid process.
- Support a functional curriculum.
- Integrate school service and a community-based service delivery system.



Offering Supplementary Services for Economically Disadvantaged Individuals!

- Develop alternative schedules to allow individuals to work and earn money, such as classes on Saturdays, at midnight or early morning, on holidays, and between semesters.
- Assist students with fees, transportation, babysitting, books, tutoring, etc.
- Consider including support services such as child care, flexibility in school scheduling, counseling, family planning services, instruction in prenatal health and parenting, and school-linked health centers.
- Provide on-the-job training for students to gain skills and experience as well as payment.
- Assist students in completing scholarship applications and financial aid forms.
- Provide stipends to individuals for travel or provide a travel allowance.
- Provide small stipend (at minimum wage) for the time spent in retraining programs or in class.
- Identify the variety of human and financial resources available.
- Determine ways in which financial resources may provide support services to disadvantaged students.
- Collect and make available interview clothes.

Excerpts taken from California Institute on Human Services. (1997). *School-to-Work: All Students as Participants*. Rohnert Park, Sonoma State University.

Nifty Ideas

FOR MEETING THE NEEDS OF INDIVIDUALS WITH DISABILITIES

Teaching and working with individuals with disabilities may seem to be a daunting, unfamiliar task for many; however, new strategies, technology, legislation, and attitudes towards individuals with disabilities have markedly improved educational and employment opportunities available to these groups. Disabilities come in various forms and severity and are defined in Section 3 of the Americans with Disabilities Act of 1990 or in the Individuals with Disabilities Education Act of 1997. Read on for strategies and ideas for meeting the needs of individuals with disabilities!

DID YOU KNOW?

- Disabilities affect one-fifth of all Americans.
- One in ten individuals with a disability describe their disability as severe.
- Among individuals 21 to 53 years of age who reported a severe disability, the employment rate was 26.1%. It was 76.9% for those with a nonsevere disability as compared to 82.1% for those who reported no disability.

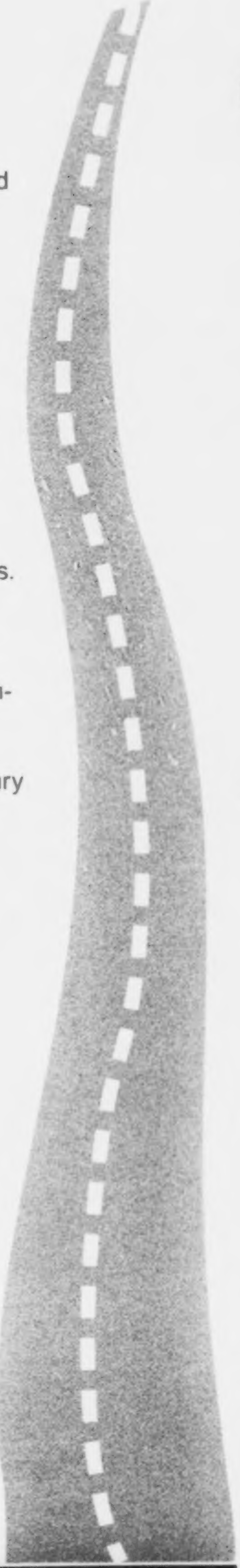
Adaptive and Assistive Technology Website Resources

- **Adaptive Technology Resource Centre**
  www.utoronto.ca/atrc/
- **Computers for Handicapped Independence Program (C.H.I.P)**
  www.wolfe.net/~dr_bill/
- **Microsoft Accessibility & Disabilities Group**
  www.microsoft.com/enable
- **National Information Center for Children & Youth with Disabilities**
  www.nichcy.org/
- **TRACE Research & Development Center**
  www.trace.wisc.edu

Nifty Ideas for Peers and Instructors of Individuals with Disabilities!

- Promote teamwork and shared responsibility through cooperative learning and peer instruction.
- Require team members to discuss problems, make decisions, and quiz and encourage each other.
- Promote self-esteem and tolerance for diversity.
- Provide information on how learners with learning disabilities can best prepare for higher education, covering topics such as understanding their legal rights and the college and job application process.
- Require mentors to have a "basic" understanding of the learner's disability and how it may affect the cognitive, affective, and psychomotor domains.
- Select mentors who are able to appreciate the unique circumstances of learners with disabilities and the situations that a learner might encounter.
- Match the mentor to the learner.
- Model appropriate social, behavioral, and living skills.
- Place individuals in positions that capitalize their strengths.
- Concentrate on improving effective interpersonal communication skills.
- Allow flexibility in the way work and tasks are customarily done.
- Encourage individuals with disabilities to take the lead in their educational and occupational programs.
- Encourage individuals to participate in community activities of interest.
- Provide CTE training that includes a core curriculum in interview skills, résumé writing, teamwork, cooperation, understanding a paycheck, and other work-related issues.
- Teach individuals to transfer skills to environments outside the school.
- Teach self-advocacy skills.

Ways to Link Individuals with Disabilities from Education to Employment!



- Help learners see the direct relationship and connections between schooling and work, family, and community
- Use the functional approach by using illustrations and examples.
- Establish partnerships with adult services.
- Require learners to complete a summer internship.
- Identify summer employment for individuals with severe disabilities and hire a coach to work with them.
- Involve key agencies who serve individuals with disabilities, parents, and consumers in a task force to impact local transition policy, procedures, and practices.
- Offer first aid instruction to the learners' instructors, employers, and coworkers.
- Teach individuals when it is appropriate to disclose a disability and how to articulate strengths and weaknesses.
- Establish a rapport with national organizations and associations (e.g., Brain Injury Association).
- Assist in developing social networks if requested.
- Offer to help arrange transportation to and from work, school, and community activities.

More Website Resources

- **American Council for the Blind (ACB)**
  www.acb.org
- **ERIC Clearinghouse on Disabilities and Gifted Education**
  www.cec.sped.org/ericec.htm.
- **Internet Resources for Special Children**
  www.irsc.org
- **LD Resources**
  www.ldresources.com/ and http://www.ldonline.org
- **Special Needs Education Network**
  www.schoolnet.ca/sne/

Excerpts taken from California Institute on Human Services. (1997). *School-to-Work: All Students as Participants*. Rohnert Park: Sonoma State University.

Nifty Ideas

FOR MEETING THE NEEDS OF INDIVIDUALS PURSUING NONTRADITIONAL OCCUPATIONS

The more education a person has, the greater the likelihood that he or she will seek employment. Males and females with specialized technical training can expect to earn half a million dollars more in their lifetime than someone who is working at a low-skill, minimum wage job. There are several ways in which to meet the needs of individuals pursuing nontraditional occupations. Many suggestions are listed here, specifically suggestions for elementary, middle, and high school students!

DID YOU KNOW?

- **Median weekly earnings for full-time wage and salary workers in 1999 were $473 for women and $618 for men. In other words, women earned only 77% of what men earn.**
- **77% of all working women are in the 20 occupations that are 80% female; there are approximately 440 occupational categories.**
- **Women comprise only 11% of the technical workforce.**
- **Men can expect to be in the workforce an average of 40 years, with women expecting to be in the workforce an average of 34 years.**
- **Women are entering the workforce at twice the rate of men and are leaving the workforce at a slower rate than men.**
- **Prior to age 13, no gaps between the sexes exist either in intentions to participate in math or actual performance.**

Assisting Individuals to Pursue Nontraditional Occupations!

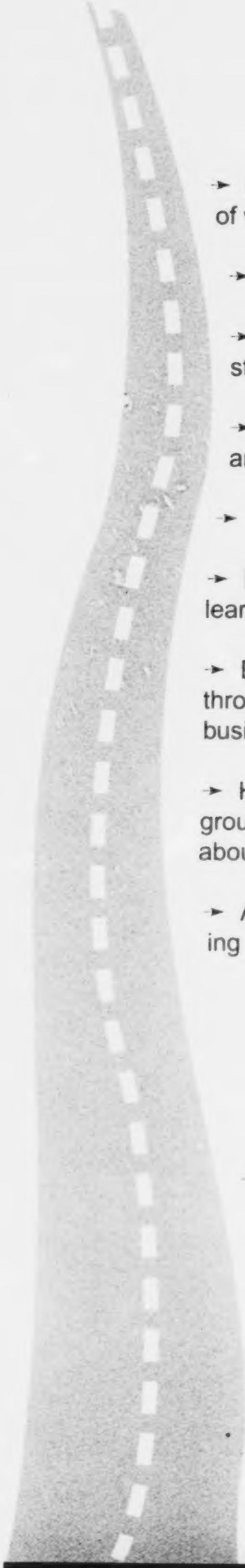
- Encourage learners to master computers, communications, and information systems and skills needed to succeed in the new workplace.

- Identify community agencies and services to assist and support individuals in nontraditional occupations.

- Select mentors that understand the challenges a worker in nontraditional settings will face.
- Encourage girls to pursue advanced math and science careers and to participate in math and science conferences on campus.
- Examine the posters and illustrations in current use on the walls in every classroom. If they depict only or mostly men and boys, add women and girls.
- Hold a student assembly on gender equity.
- Organize support groups for nontraditional learners in industrial technology programs or advanced math and science courses. Let learners set their own agenda.
- Utilize peer recruitment whenever possible.
- Let girls write a script for a television public service announcement asking for female mentors or business partners.

Introducing Nontraditional Occupations in Elementary Schools!

- Focus on the roles of males and females in our culture. Target areas that appeal to their specific age group, such as popular television programs, fairy tales and adventure books, and heroes and heroines in their favorite movies.
- Engage children in discussions about the different ways they see males and females depicted in the media. This will open up the issue of stereotypes and how they are formed and reinforced.
- Have children draw pictures of workers (e.g., police officers, scientists, secretaries, firefighters, hairdressers). Discuss stereotypic features and pay close attention to how they exclude females or males.
- Read gender-equitable stories to children. Include units on women achievers and men who have achieved in traditionally female careers.
- Have children rewrite the ending to favorite fairy tales and then role-play their new stories. Discuss the different attributes that children give to characters and their relationship to the story's outcome.
- Encourage young girls and boys to play with toys and do activities that are both traditionally male and female.
- As children spend time on activities they are not used to participating in outside of school, the more possibilities they will see for themselves.



Recruiting and Retaining Learners In Nontraditional Occupations at the Middle School/Junior High Level!

- Reinforce the application of math, science, and computer technology to the world of work.

- Continue to introduce women from history into all curriculums.

- Engage learners in discussions about gender stereotypes and challenge them to step "into another's shoes."

- Explore the ways in which gender stereotypes affect our lives, especially in the area of career choice.

- Ask learners to make predictions about their lives.

- Present earnings information on math, science, and technology occupations to learners on an annual basis.

- Expose learners to nontraditional careers and role models more than once a year through field trips, guest speakers, mentorships, classroom partnerships with business, and career shadowing.

- Have older girls "share stories" on the computer with kindergarten children. Take groups of middle school girls to the elementary school to talk to younger students about the important of science, math, and computers.

- Administer interest inventories, assessments, and career tests only after expanding learners' knowledge about high-wage, high-skill work opportunities.

Recruiting and Retaining Learners in Nontraditional Occupations at the High School Level!

- Offer many smaller scale career fairs.

- Utilize themes in career fairs, such as Careers on Wheels, Headgear, and Construction Expos.

- Make posters about single-parent families and poverty levels in the area, and about how the more math that learners take, the better their chances are for a well-paying job. Show these to learners and discuss fully.

- Be honest with learners regarding limited earning potential and lack of career oportunities in some fields.

- Include information on nontraditional classes during orientation programs. Encourage enrollment of both males and females, using audiovisual materials that portray both genders in nontraditional occupations.

- Ask parents to present to learners the use of computers and technology in their jobs.

- Take girls to visit college math, science, and technology facilities and observe a class. Have female college students or faculty speak to them about scholarships and even post-graduate job placement help. Ask female college students to lead the tours.

- Suggest that girls interview and photograph women in the community doing nontraditional jobs. They can create bulletin or display boards for the school and present them at student assemblies and parent events. If possible, have them create multimedia presentations.

***Recruiting and Retaining Students into Nontraditional Programs* was provided by Lisa White, Special Populations Coordinator, Peoria Educational Region for Employment and Career Training.**

Financial Resources for Nontraditional Training and Programs!

- Team with local businesses and industries to create a tailored pre-employment program, which meets their workforce needs.

- Unions and non-union apprenticeship programs can sponsor programs or provide scholarships to learners.

- Research the funding capabilities of the State Departments of Education, Development, and Human Services.

- Investigate Workforce Investment Act (WIA) funding in your area.

- Contact local and regional foundations for funding for educational programs, since they are known to be good sources of financial support.

- Investigate local and state women's organizations (Business and Professional Women, AAUW, NOW, etc.) for financial support.

Excerpts taken from California Institute on Human Services. (1997). *School-to-Work: All Students as Participants*. Rohnert Park: Sonoma State University.

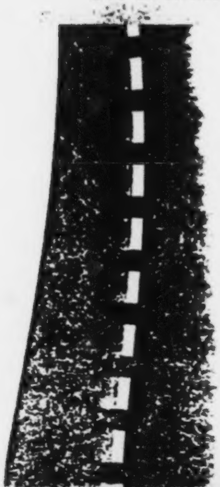
Nifty Ideas

FOR WORKING WITH SINGLE PARENTS/ DISPLACED HOMEMAKERS/ SINGLE PREGNANT WOMEN

Pregnant and parenting students face significant barriers to academic achievement, largely because the traditional school environment often conflicts with the competing demands of pregnancy and child rearing. The children of teen parents are themselves at high risk for educational failure, as their prospects for academic success are directly correlated with the education attainment of their mothers (WEEA Equity Resource Center, 1995).

DID YOU KNOW?

- **12% of all women aged 15 to 19 become pregnant each year (WEEA Equity Resource Center, 1995).**
- **One-quarter of all young women will become pregnant before their 18th birthday.**
- **Teen parenting also disproportionately impacts young minority women.**
- **The birthrate for black women aged 15 to 19 is 19%, compared to 13% of Hispanic teens, and 8% of white teens.**



Assisting Single Parents/Displaced Homemakers/Single Pregnant Women!

- Emphasize nontraditional careers that offer greater earning potential resulting in a better quality of life (i.e., improved self-esteem, confidence, health benefits, etc.)

- Provide a career planning program that includes résumé writing, goal-setting, stress management, wardrobing, and job shadowing experiences.

- Provide support services such as child care, transportation, books, tuition, and uniforms.

- Train in high-wage occupations through a career-technical center.
- Encourage dual credit program participation.
- Organize a support group for single parents, displaced homemakers, and single pregnant women.
- Locate community support groups and agencies to assist these populations.
- Provide information on the Self-Sufficiency Standard for Illinois.
- Inform single parents, displaced homemakers, and single pregnant women on current legislation that will directly affect them, and guide them in making contact with their local and national legislators.
- Provide training on creative learning strategies and supplemental educational and vocational services
- Educate learners, educators, and employees about gender bias.
- Offer stress management classes.
- Offer parenting classes and connect individuals with respite agencies.
- Encourage individuals to enroll their children in local service groups such as the YMCA, Big Brothers/Big Sisters, etc.
- Form a School-to-Work Committee for each population.
- Identify and work closely with your state Sex Equity Administrator and urge your state to set up a subcommittee or other appropriate group that will address gender equity provisions and other pertinent provisions.
- Include women-owned and minority-owned businesses in all phases of planning and implementation of work-based learning experiences.
- Plan an orientation session to provide single parents/displaced homemakers/single pregnant women an opportunity to meet one another.
- Orient businesses and organizations about nontraditional careers and the composition of future workforce needs.

Excerpts taken from California Institute on Human Services. (1997). *School-to-Work: All Students as Participants*. Rohnert Park: Somoma State University.

Nifty Ideas

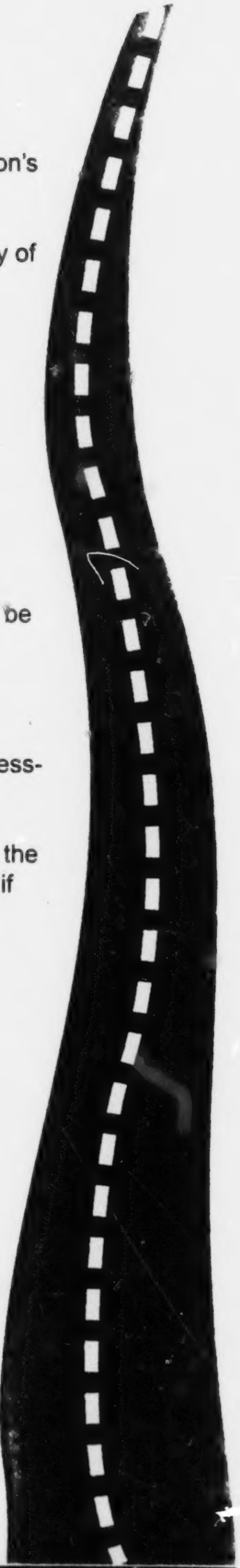
FOR WORKING WITH LIMITED-ENGLISH-PROFICIENT LEARNERS!

Limited-English-Proficient (LEP) learners often operate on incomplete or faulty information about educational programs. Because many are newcomers to the United States, they may not understand or know about all of the opportunities available within the educational system. LEP learners encounter many barriers. Utilize the listed suggestions in assisting LEP learners to achieve academic and employment success.

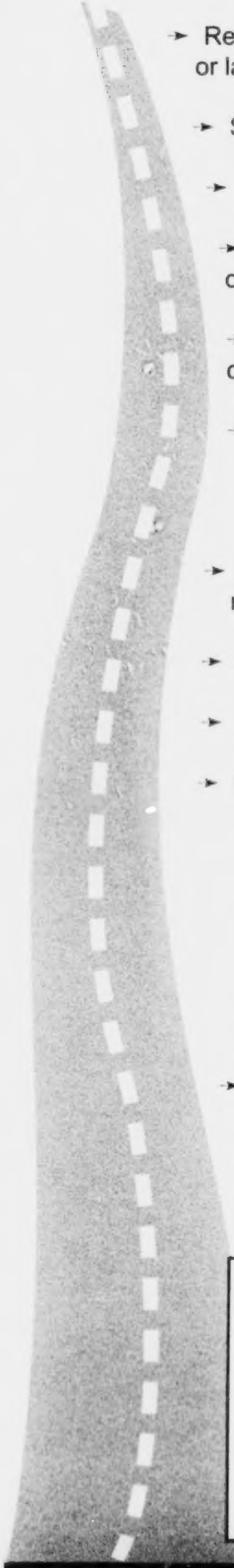
DID YOU KNOW?

- Students whose primary language is not English and but who are proficient in English represent a steadily increasing percentage of school populations across the United States.
- Research suggests that involving class in lively group discussion, group projects, and the telling of stories and personal experiences is more effective than passive, nonsocial drill and practice activities for LEP learners.
- Learning a language is not just the mastery of new words, accents, and grammar, but also it is the internalizing of a set of expectations about how life is or should be for the group.
- In today's workforce, it is not uncommon for employees from ten or more ethnic groups to work together.
- Language barriers become less of an issue when people begin to know and care about each other.

Assisting LEP Learners in School!



- Learn at least a few words of the LEP learner's language.
- Keep tests simple; have someone available who can communicate in the person's native language.
- Maintain flexible seating arrangements so that learners can interact in a variety of ways with others.
- Use visual and kinesthetic options for learning and expressing knowledge of subject matter with all lessons.
- Use translated inventories to assess occupational interests.
- Provide work samples to determine occupational aptitudes.
- Use standardized tests in native languages to assess general abilities.
- Assess LEP learner's language proficiencies to determine if instruction should be conducted in the native language, ESL, or a translation of written material.
- Conduct an oral interview to assess the LEP learner's oral English.
- Identify community agencies and services to assist with LEP learners and assessment.
- Assess the LEP learner's reading skill by using an informal "cloze" test. Leave the first sentence intact, but thereafter insert a blank for every 5th word to evaluate if the LEP learner can fill in at least 60% of the blanks with an appropriate word.
- Assess literacy in the native language. If LEP learners can read in their own language, they will have an easier time learning to read English.
- Provide LEP learners with translated or simplified instructions.
- Rely more on projects which are a short-range approach for assessing an LEP learner's ongoing progress.
- Structure the learning environment to provide for a "transnational focus" using the LEP learner's native language skill and understanding of another culture.
- Encourage counselors and instructors to become culturally and linguistically competent through professional development and contacts with individuals who can be cultural informants.
- Strive for the same proportion of LEP learners with respect to ethnicity, gender, and disability as found in the school population and community in the "advanced classes."



- Remember that lack of language ability does not mean lack of concept development or lack of ability to learn.
- Supply contextual cues and check for frequent understanding.
- Provide an "accent reduction" class for the more advanced LEP learners.
- Subsidize tuition for English classes or make arrangements with local community colleges or adult schools.
- Team teach a special course, unit, or class (e.g., language lesson in content class or content exploration in ESL class).
- Assign one person to coordinate all services for LEP learners across disciplines.

Assisting LEP Individuals in Work!

- Provide additional information on the American world of work and how the job market operates.
- Explain what is expected in terms of training, work habits, and attitudes.
- Encourage employers to provide on-site instruction after work.
- Inform LEP learners about other employment considerations:
    - Salaries
    - Locations of different types of work and transportation
    - Preparing for a job interview
    - Making decisions about job offers
- Serve as crosscultural intermediaries between individuals with limited English proficiency and employers.
- Provide substantial training in job search techniques and job follow-up services since LEP learners may have additional cultural and linguistic barriers.

Also share employer expectations in the following areas:

- On-the-job attendance
- Attitude
- Taking the initiative
- Appearance
- Hygiene
- Social relationships with supervisors and coworkers

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Social and Emotional Considerations for LEP Learners!

- Be aware of cultural adjustments that affect LEP learners, particularly refugees adjusting to a new life in a country with a completely unfamiliar culture, language, and socioeconomic system; and mental health problems brought on by separation from family members.
- Educate LEP learners about counseling and what it involves.
- Establish relationships of trust with respected leaders of the LEP learners' community.
- Ask LEP learners about their departure from their home country and their experiences.
- Take time to explore and understand the most critical and painful experience of the LEP learners' lives.
- Share personal information such as struggles to find desirable jobs, exciting things that have occurred, or pictures of family and friends.
- Conduct group counseling to maximize limited counseling resources, encourage peer support, and maintain LEP learner motivation at a high level.
- Present case study approaches or hypothetical problems and ask the LEP learner to suggest solutions if they are uncomfortable disclosing their own personal situation.

Suggestions for Funding LEP Programs!

- Explore internal as well as external resources.
- Redirect existing resources within an institution.
- Have bilingual staff cooperate with the content instructor to coordinate the services of bilingual aides and peer tutors, to translate or adapt material, and to integrate content terminology into the ESL component.
- Have the adult ESL department at community colleges assist with the assessment and offer special ESL courses coordinated with the content classes.

- Consider reserving a work-study program at the college for bilingual learners to serve as tutors.
- Use foreign language departments to assist with translations.
- Combine regional occupation centers and community college programs with community-based agencies that offer language training and bilingual counseling.
- Integrate services in content at a single site.
- Determine if a community college can offer ESL language assessment and recruitment in conjunction with occupational training offered by the WIA One-Stop provider.

Excerpts taken from California Institute on Human Services. (1997). *School-to-Work: All Students as Participants*. Rohnert Park: Somoma State University.

Nifty Ideas

FOR EQUITABLE PARTICIPATION!

How can we improve learning? How can we create equitable classrooms and equitable workplaces? Who is responsible for equitable participation? There are many suggestions and ideas for creating equitable environments, but the fact remains that instructors, counselors, administrators, employers, and all others involved in education are responsible for equitable participation. Listed below are some unique ideas that can help with this task!

DID YOU KNOW?

- **The workplace and school are the common meeting places for many cultures.**
- **People of different backgrounds act differently and may offend one another without any ill intent.**
- **It is not workable to pretend everyone is from the same culture.**

Improving Learner Participation!

- Simplify input by slowing speech rate, enunciating clearly, controlling vocabulary, limiting the use of slang, defining words with multiple meaning, and using mini-lectures to highlight key concepts.
- Make liberal use of gestures, facial expressions, sounds, and acting out meanings.
- Observe learner-learner and learner-instructor interactions.
- Check frequently for understanding with LEP individuals, using requests for clarification, varied types of questions, requests for examples, synonyms, and analogies.
- Incorporate peer learning and peer instruction.

- Provide comprehensible instruction in English.
- Provide hands-on activities, using real objects, props, and visuals.
- Use PowerPoint, overheads, bulletin boards, and Word Banks to build vocabulary.
- Assess mastery of objectives through performance and products.
- Design appropriate lessons by tapping and focusing on prior knowledge and using advanced organizers like semantic webs.
- Emphasize key concepts and review main topics and key vocabulary in teaching.
- Incorporate listening and speaking activities in lessons.
- Precede reading and writing activities with demonstrations.
- Include pre-reading, reading, and post-reading activities.
- Simplify written material by turning a narrative into a list and provide supplementary illustrations.
- Break long sentences into shorter sentences and take out unnecessary detail.
- Encourage the learners to use highlighters in their notetaking.
- Provide study skill instruction and require reports and public speaking assignments.

Including All Learners in Programs and Classrooms!

- Integrate learners who need special educational services into general classrooms, or increase the numbers and proportions of learners who receive special educational services while attending general education class.
- Strive to have each school and each class contain the same proportion of learners with special circumstances as found in the general community.
- Serve all learners within its district and implement a zero-reject philosophy.
- Strive to eliminate self-contained classrooms for learners with different needs.
- Ensure that the necessary supports (personnel, supplies, and equipment) exist within the general education class and are available for use by all learners in the classroom.
- Implement an inclusion initiative by adequately training instructors and administrators on the purpose of inclusion.

- Develop a multiyear plan for inclusion of all learners.
- Conduct a needs assessment and scan the environment to determine the "readiness" of personnel and personnel from related services to collaborate.
- Define a joint mission and philosophy about inclusion.
- Identify technical assistance resources such as universities, regional resource centers, and professional associations.
- Develop a written plan for phased-in implementation of inclusion, including a well-defined set of activities, with accompanying time lines and assigned responsibilities.
- Annually evaluate the inclusion initiative to assess success and to determine areas that need improvement.
- Use information from evaluations to achieve improvement.
- Plan for a reward system to renew staff and celebrate successes.

Creating Equitable Worksites!

- Conduct a cultural diversity audit.
- Develop a written policy on diversity.
- Gain management support for diversity issues.
- Establish measurable diversity goals.
- Identify barriers, issues, and problems that employees experience related to diversity.
- Create a mechanism for resolving misunderstandings or problems among different groups and kinds of people.
- Communicate regularly between management and its employees about diversity issues.
- Communicate the financial and personal benefits of diversity.
- Establish an environment in which people feel safe to voice their concerns about implementing a diversity program.
- Help employees understand how to apply diversity concepts to their jobs.

- Provide employers with information about the special instructional accommodations and strategies needed to improve learner success, learner health conditions and behavioral and physical concerns, and how to prevent harassment or abuse.
- Provide an opportunity for employers to discuss issues of importance to them, such as child labor laws, safety issues, worker's compensation and general liability issues, security, confidentiality, and ethical issues, and offer the school the opportunity to orient employers to the school's policies and procedures.
- Provide the employer with tips on how to adjust the work environment.
- Provide the employer with skills on how to talk with the learners, how to encourage them, and different methods for evaluating learner progress.

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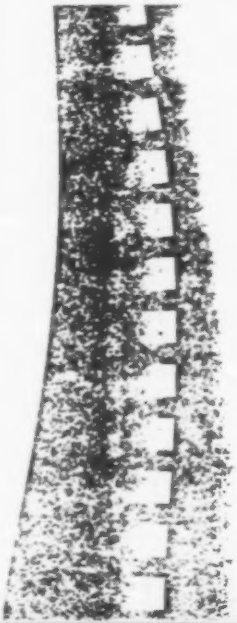
Nifty Ideas

TO DETECT AND WIPE OUT ETHNIC AND GENDER STEREOTYPING!

A serious and unfortunate barrier to student education can be ethnic and gender stereotyping and ignorance of diversity issues. Most stereotyping is done unwittingly, but, with the increasing diversity of learners and staff, it is imperative that everyone is aware of ethnic and gender stereotyping and diversity issues. Listed below are ways to assist in wiping out stereotyping and improving diversity!

DID YOU KNOW?

- **Approximately 12% of the U.S. population is black.**
- **During the past ten years, the Hispanic population has increased by about 40%.**
- **Over 75% of the women between the ages of 25 and 34 are now in the workforce.**
- **In the past ten years, the number of people over the age of 65 has increased 18%.**



Detecting and Wiping Out Ethnic Stereotyping!

- Check the illustrations; look for stereotypes and tokenism (i.e., minorities looking stereotypically alike).
- Check for illustrations of minorities having features of the dominant group, or having exaggerated features, and whether one group is persistently shown as doers while another group is persistently shown as observers.
- Depict other cultures accurately and appropriately.
- Include members of ethnic groups in illustrated characters.
- Ensure that both sexes and all ethnicities are shown with a variety of height, shapes, and features.

- Include males and females of varying ethnicities in nontraditional occupations.
- Include males and females of varying ethnicities in various roles and leadership positions.
- Depict pictures of males and females of varying ethnicities in a variety of settings and economic conditions, not just stereotypical situations.
- Include role models with whom each person can identify.
- Take advantage of Black History Month, Cinco de Mayo, Yom Kippur, and other ethnic holidays.
- Examine the author's perspective and their own values.
- Inspect written material for "loaded" words—adjectives that exclude or ridicule groups of people.
- Avoid older materials that are more likely to demonstrate one historical and cultural perspective.
- Use biased materials constructively by turning them into a learning experience.
- Point out the inequalities and teach learners how to recognize bias.
- Supply missing information or information to correct distortions in the biased material.
- Assign projects to help learners correct the bias.
- Create a mechanism for resolving misunderstandings or problems among different groups and kinds of people.
- Assign learners to report on the cultural heritage and cultural norms and values.

Detecting and Wiping Out Gender Stereotyping!

- Ensure the storyline does not always represent the dominant group's "standards for success."
- Ensure males and females are equally represented.
- Ensure that both sexes and all ethnicities are shown with a variety of height, shapes, and features.
- Depict pictures of males and females of varying ethnicities in a variety of settings and economic conditions, not just stereotypical situations.
- Include illustrations that show all individuals, regardless of gender, exhibiting a range of emotions.

- Consider the effects of the learner's self image.
- Include role models with whom each person can identify.
- Use biased materials constructively by turning them into a learning experience.
- Point out the inequalities and teach learners how to recognize bias.
- Supply missing information or information that will correct distortions in the biased material.
- Assign projects to help learners correct the bias.

Encouraging Ethnic and Gender Diversity!

- Conduct a cultural diversity audit.
- Develop a written policy on diversity as a class project.
- Ensure top-level support for diversity issues.
- Establish diversity goals.
- Identify barriers, issues, and problems that learners experience related to diversity.
- Assign learners to report on the cultural heritage and cultural norms and values.
- Communicate regularly between management and the employees about diversity issues.
- Encourage learners to identify and contact key players involved with diversity in their institution.
- Communicate the financial and personal benefits of diversity to employers.
- Establish an environment where people feel safe to voice their concerns about implementing a diversity program by creating ground rules and respect.
- Help employees understand how to apply diversity concepts to their jobs, such as providing a fact sheet that describes what diversity is and why successful businesses support diversity.
- Provide resources about diversity and diversity training.

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Website Resources

Associations

The American Association for Higher Education (AAHE) envisions a higher education enterprise that helps all Americans achieve the deep, lifelong learning they need to grow as individuals, participate in the democratic process, and succeed in a global economy. (www.aahe.org)

The American Society for Training and Development provides leadership to individuals, organizations, and society to achieve work-related competence, performance, and training. This website gives professionals several opportunities to network and share specialized information with their colleagues. (www/astd.org)

American Vocational Association: This site includes information about the organization, membership information, legislative news, products, and conference information. (www.avaonline.org/)

Council for Exceptional Children delivers a site that caters to any questions, concerns, or issues involving students with special needs. There are many valuable links to other user-friendly sites and resources. (www.cec.sped.org)

The Council of Chief State School Officers: CCSSO offers suggestions and guidelines for including students with disabilities into School to Work systems and how to help ensure that all students experience success. (www.ccsso.org/youthprp.html)

League for Innovation in the Community College: A nonprofit educational consortium of community colleges designed to stimulate innovation and experimentation in all areas of community college development. (www.league.org/)

National Alliance of Community and Technical Colleges: A nonprofit consortium of U.S. community and technical colleges, supported by funds from its member colleges and affiliated with the Department of Adult and Community Education at North Carolina State University. (admin1.athens.tec.ga.us/nactc.html)

National Association of Vocation Education Special Needs Personnel (NAVESNP): NAVESNP develops networks that encourage professional growth and development of special needs personnel and provides advocacy and leadership by distributing information about legislation and influencing social policy to benefit special populations. (www.navesnp.org/)

The National Council for Accreditation of Teacher Education (NCATE): NCATE is the official body for accrediting teacher preparation programs. (www.ncate/org)

National Information Center for Children and Youth with Disabilities: NICHCY is the national information and referral center that provides information on disabilities and disability-related issues for families, educators, and other professionals. Its special focus is children and youth (birth to age 22). (www.nichcy.org/)

National School Boards Association (NSBA): NSBA asserts that their mission is to foster equity and excellence in all aspects of public education in the United States through school board leadership. (www.nsba.org)

The National Skill Standards Board is building a voluntary national system of skill standards, assessment, and certification that enhances an individual's ability to compete effectively in a global economy. (www.nssb.org)

Northwest Educational Technology Consortium (NETC): NETC believes that using technology effectively means first considering its uses and potential. This site looks at technology plans from the Northwest and from across the country, providing access to research concerning the planning process. (www.netc.org/tech_plans/)

Education

Achieve: This site features a National Clearinghouse Database for comparing and researching state academic standards. Database allows searching by subjects, terms, and concepts. (www.achieve.com)

AskERIC: This site offers access to ERIC searching, the AskERIC questioning service, lesson plans, the AskERIC Virtual Library, the Virtual Reference Desk, and the Gateway to Educational Materials. (www.askeric.org/)

Center for Advanced Educational Services (CAES): CAES is the main MIT facility for support of, and research in, technology-facilitated education. It is the main source of continuing professional education, often via distance learning. (www-caes.mit.edu/)

Closing the Equity Gap in Technology Access and Use: A Practical Guide for Educators: This site, hosted by NWREL's Northwest Educational Technology Consortium, contains a number of valuable resources, including checklists of questions to help assess building/district access issues and possible strategies. (www.netc.org/equity)

Community College Web: This site contains a searchable index to the websites for community colleges in the United States, Canada, and other countries. (www.mcli.dist.maricopa.edu/cc.index.html)

Distance Education Clearinghouse: This site features headlines; articles; bibliographies; resources; and information on conferences, funding, and legislation as well as a variety of related links. (www.uwex.edu/disted/home.html)

Education to Careers Technical Assistance: This site features a database of technical assistance providers, with information related to technical assistance across the state. (bragg.ed/uiuc.edu/etc/)

Education Resource Organization Directory: EROD offers information on over 2,000 education related regional, state, and national organizations. (www.ed.gov/Programs/ERODmap.html)

Equity 2000 Mission: This site includes the College Board's districtwide (K-16) education reform model that promotes educational excellence for all students. (www.collegeboard.org/index_this/equity/html/mission.html)

Family and Work Institute: Questions regarding parenting, school-to-work, transitioning, and other pertinent arenas are answered through this site. (www.familiesandwork.org/index.html)

Guidebook for Developing an Effective Instructional Plan: This site covers every aspect of a well-written plan, making it an excellent general resource for the technology planner. (www.msstate.edu/~lsa1/nctp/guide.html)

Illinois Learning Standards: A site designed by the Illinois State Board of Education offering a comprehensive look at Illinois Learning Standards. (www.isbe.state.il.us/ils/default.html)

Illinois Skill Standards Homepage: The Illinois Standards Homepage, in association with the Illinois Occupational Skill Standards and Credentialing Council, provides this great site! (www.standards.siu.edu)

Illinois Standards: A helpful link related to the Illinois Standards Homepage. (www.standards.siu.edu/link1.html)

The Joint Center for Poverty Research: This site can help educators and administrators fulfill their vision to include an understanding of poverty within their schools and districts. (www.jcpr.org/)

National Assessment of Educational Progress: The only nationally representative and continuing assessment of what American students know and can do in various subject areas, NAEP is an integral part of our nation's evaluation of the condition and progress of education. (nces.ed.gov/nationsreportcard/site/home.asp)

National Business Education Association: This site provides membership information, scholarship information, as well as information about policies and legislation related to business education. (www.nbea.org)

National Center for Research in Vocational Education: This is the nation's largest center for research and development in work-related education. (ncrve.berkeley.edu)

National Center on Education and the Economy: The center believes it is possible for almost everyone to learn far more and develop far higher skills than most of us had thought possible. The center concentrates on helping states and localities build the capacity to design and implement their own education and training systems, suited to their history, culture, and unique needs. (www.ncee.org)

National Council for Research and Planning: This is a national organization that serves research and planning professionals with a special interest in community college research. (www.raritanval.edu/ncrp)

National Institute for Literacy: This site lists literacy facts, current events, forums, listservs for educators involved in literacy, and directories to other links. (novel.nifl.gov/)

National and International Skill Standards: A website dedicated to Skill Standards and the relationship between Skill Standards and legislation, industry standards, international benchmarks, existing practices, and research. (www.ttrc.doleta.gov/skillstd.html)

New Teacher's Guide to the U.S. Department of Education: This site contains information on federal grants and programs, national education goals, and services provided by the DOE. (www.ed.gov/pubs/TeachersGuide)

Office of Vocational and Adult Education: This office supports a wide range of programs and activities that help young people and adults obtain the knowledge and skills they need for successful and productive lives. (www.citation.com/hpage2/ovae.html)

Oryx Press/CIJE Source Journal Index: This site provides publisher and subscription information about all journals indexed in Current Index to Journals in Education. (www.emich.edu/public/coe/nice)

Overview: This site contains facts on more than 9,000 vocational schools, colleges, and universities. (www.overview.com/colleges/)

Pathways to School Improvement: Policymakers, administrators, and teachers wanting access to information related to school improvement should use this site. (www.ncrel.org/pathways.htm)

School-to-Work: This bulletin presents strategies that school-to-work practitioners can employ to implement comprehensive and effective career development programs. The bulletin also lists organizations and other resources that provide additional information on career development programs and strategies. (www.stw.ed.gov/factsht/cardevt.htm)

Skill Standard Network: This site offers an online database of industry skill standards for a variety of occupations. (steps.atsi.edu)

State Plan Guide: The guide is organized around major topic areas so that State Plan requirements may be more readily apparent: financial requirements, special populations, and accountability. (www.ed.gov/offices/OVAE/VocEd/InfoBoard/vocstateplan.html)

The Federal Resources for Educational Excellence: FREE contains resources that enrich the Internet as a tool for teaching and learning. (www.ed.gov/free)

U.S. Department of Education: This site features information about legislation and federal funding for adult and vocational education, as well as press releases, fact sheets, and links to related sources. (www.ed.gov)

Vocational Education Resources: This site contains links to sites related to all aspects of vocational education. (pegasus.cc.ucf.edu/)

Family and Community

Child, Youth, and Families Education and Research Network (CYFERnet). (www.cyfernet.org/)

Children Now: This organization serves as an advocate for children. Their website is a resource for parents, educators, social service professionals, and others concerned with the welfare of children. (www.dnai.com/~children)

Dear Parents: This site provides an opportunity for people to share what they have learned with a community of caring parents. (www.dearparents.com/)

Department of Energy: A leading science and technology agency whose research supports our nation's energy security, national security, environmental quality, and contributes to a better quality of life for all Americans. (www.doe.gov/)

Family and Work Institute: Questions regarding parenting, school-to-work, transitioning, and other pertinent arenas are answered through this site. (www.familiesandwork.org/index.html)

Learning Strategies Database: This site represents a computerized version of information on learning strategies. The strategies are intended for use by students, instructors, tutors, and counselors at postsecondary, secondary, and elementary levels. (muskingum.edu/~cal/database/database.html)

MegaSkills: MegaSkills serves diverse communities by training teachers to conduct workshops and provide home learning recipes for families. (www.megaskillshsi.org/Default.htm)

National Association of Partners in Education: This Association has been an objective voice in developing school volunteer, intergenerational, community service, and business partnership programs throughout the United States. It is the only national membership organization devoted solely to the mission of providing leadership in the formation and growth of effective partnerships to ensure success for all students. (www.napehq.org/)

National Center for Family Literacy: The center is a nonprofit organization supporting family literacy services for families across the United States through programming, training, research, advocacy, and dissemination. (www.famlit.org/)

National Center on Adult Literacy/Literacy Online: This site contains information about the center, Issue Briefs, information on welfare reform, and an online newsletter. (ncal.literacy.upenn.edu)

National Child Care Information Center: The National Child Care Information Center (NCCIC) has been established to complement, enhance and promote child care linkages and to serve as a mechanism for supporting quality, comprehensive services for children and families. (ericps.ed.uiuc.edu/nccic/)

National Clearinghouse on Families and Youth: This clearinghouse is the central resource on youth and family policy and practice. This website is set up to give access to many resources quickly and easily. (www.ncfy.com)

National Coalition for Parent Involvement in Education: The coalition is dedicated to developing effective family/school partnerships in schools throughout America. Their mission is to advocate the involvement of parents and families in their children's education and to foster relationships between home, school, and community that can enhance the education of all young people. (www.ncpie.org/)

National Institute for Literacy: This site provides nationwide literacy information, programs and activities, links to state sites, policy updates and research papers, current events, listservs, literary facts, and directories. (novel.nifl.gov)

National Youth Employment Coalition: This site provides access to information on NYEC's activities, legislation, and effective practices. It is a nonpartisan national organization dedicated to promoting policy initiatives that help youth succeed in becoming lifelong learners, productive workers, and self-sufficient citizens. (www.nyec.org)

Partnership for Family Involvement in Education: The partnership's mission is to increase opportunities for families to be more involved in their children's learning at school and at home and to use family-school-community partnerships to strengthen schools and improve student achievement. (www.ed.gov/pubs/PFIE/family/sldoo9.html)

Partnership for Family Involvement in Education: This is a U.S. Department of Education-sponsored site designed to help parents become more involved in their children's education. There are some great resources available at this site, many of which teachers can download and print out for free. (pfie.ed.gov/)

PBS/Literacy Resource Center: The center provides an integrated system of video and online computer technology to help adults advance their GED and workplace skills. Literacy Link is a partnership of PBS, the National Center on Adult Literacy, the Kentucky Network, and the Kentucky Department of Education. (www.pbs.org/learn/literacy/)

REAL: Their mission is to help individuals, schools, communities, and rural America grow through hands-on entrepreneurship education. REAL serves youth and adults of all ages in communities of all sizes. (realenterprises.com)

Reaching All Families: Creating Family-Friendly Schools: The U.S. Department of Education presents fresh ideas on school outreach strategies (from parent resource centers and positive phone calls to open houses and parent-teacher conferences) that will reach all families and help involve them in their children's education. (www.ed.gov/pubs/ReachFam/)

The School-to-Work Opportunities Act: What Every Parent Should Know. Parents are given information on STWOA and how they can help their children achieve success in the school-to-work environment. (www.pacer.org/tatra/school_to_work.htm)

Instruction and Guidance

American Association of Community Colleges (AACC): This site provides a national focus and an agenda that promotes, supports, and advances the cause of its member colleges. (www.aacc.nche.edu)

ACT: ACT is an independent, nonprofit organization that provides educational services to students and their parents, to high schools and colleges, to professional associations and government agencies, and to business and industry. (www.act.org/)

Active Learning Practices for Schools (ALPS): ALPS is an electronic community dedicated to the improvement and advancement of educational instruction and practice. Their mission is to create an on-line collaborative between teachers and administrators from around the world. (learnweb.harvard.edu/alps)

The American Association of Physics Teachers: This site offers association news, research bulletins, publications, and conference announcements. (www.aapt.org)

American Library Association: Literature teachers of all grade levels, and especially teachers facing censorship issues, rely on the association. (www.ala.org)

ArtsEdge: This site offers arts-advocacy materials, research studies, and key links. (www/artsedge.kennedy-center.org)

The Association for Supervision and Curriculum Development: The association publishes Educational Leadership magazine and a wide range of classroom-oriented books and materials. (www.ascd.org)

Best Practices in Education: This nonprofit organization is dedicated to working with American teachers to find effective educational practices from other countries to adapt and apply in United States schools. (bestpraceduc.org)

The California Instructional Technology Clearinghouse: With seven strands of criteria to use for searching, teachers can look for software programs that fit their specific classroom needs. (clearinghouse.k12.ca.us/)

Career Consulting Corner: For teachers, counselors and learners, there are a variety of instructional packages, career assessment inventories as well as numerous career products on the subject of interviewing, resume writing, and business. There are over 350 career products in the directory. (www.careercc.com)

Career Counseling: General overview of basic steps all learners can take in order to facilitate their participation in deciding their career paths. (www.collegeview.com/careers/career_counseling.html)

Career Planning: Welcome to the guided tour of Planning a Career. On this tour, you can find out how to choose a career and how to reach your career goal. You can also pick up useful tips on job hunting, resume writing, and job interviewing techniques. (mapping-your-future.org/planning/)

The Career Planning/Competency Model encourages individuals to explore and gather information which enables them to synthesize, gain competencies, make decisions, set goals and take action. (www.bgsu.edu/offices/careers/process/process.html)

The Career Services Kiva: A professional gathering place for college career counselors that provides information on career options, career awareness, and career development to assist students they are serving. (www.careerserviceskiva.com)

The Center for the Study of Reading: The center at the University of Illinois was an original partner in creating the national literacy standards, for its activities and research reports. (www.uiuc.edu)

The Coalition of Essential Schools (CES): CES is an ambitious reform project focused on improving classroom teaching and learning by considering the role of technology in school reform. Planning committees who want to examine model schools and their technology programs will find this site useful; there are a host of ideas that they can incorporate into their own school's plan. (www.ilt.columbia.edu/k12/livetext/readings/small.html#ces)

Co-NECT: Educational administrators and technology planners seeking to plan and incorporate successful technology programs into their schools and districts will find this site valuable. (co-nect.bbn.com/)

Education Week: For the daily doings of educators, school reformers, and related government agencies, Education Week online is the key source. (www.edweek.org)

ERIC (Educational Resources Information Center) Clearinghouse on Assessment and Evaluation: An effective resource designated to help educators, community members, administrators, parents, and others choose and understand assessment tools. (ericae.net)

ERIC Clearinghouse on Teaching and Teacher Education: This site is a wonderful resource for current teachers or anyone considering entering the profession. (www.ericsp.org/)

Glossary of School-to-Work: This site lists a comprehensive glossary of School-to-Work terms and definitions. (www.lausd.k12.ca.us/lausd/offices/dace/admin/handbooks/handbooks/schoolwork/glossary.html)

Individualized Career Plans: This site offers background information and a definition of ICP, career planning strategies, contents of an ICP, and references. (ncrve.berkeley.edu/BRIEFS/Brief71.html)

Issues Associated with the Design and Delivery of On-Line Instruction: This is the third in a series of three articles on the development and delivery of instruction on-line via the Internet and the World Wide Web. The focus of this article is on the issues and policy concerns that are emerging as K-12 schools and postsecondary institutions place instruction on-line. (busboy.sped.ukans.edu/~emeyen/elmtree/paper3/paper3.htm)

Keirsey Temperament Sorter-Modified Myers-Briggs Personality Type: This site has information on the different types of temperament. (Keirsey.com/)

The Music Educators National Conference: The lead organization in the consortium that created the national standards. The site offers association news, research bulletins, publications, and conference announcements. (www.uwec.edu/student/mused)

The National Biology Teachers Association: This site offers association news, research bulletins, publications, and conference announcements. (www.nabt.org)

The National Center for History in the Schools: This center developed the current national history standards. (www.sscnet.ucla.edu/nchs)

The National Council for the Social Studies: This site offers association news, research bulletins, publications, and conference information. (www.ncss.org)

The National Council of Teachers of English: This site is the most authoritative source for information on the teaching of writing. For association news, research bulletins, publications, and conference announcements. (www.ncte.org)

The National Council of Teachers of Mathematics: This site provides materials, events, and other information. (www.nctm.org)

The National Geographic Society: This is an elaborate website that features a variety of lesson and unit plans for teachers on topics like ecology, resources, and wildlife. (nationalgeographic.com)

National Middle School Association: This is a prime source of curriculum integration ideas and materials. (www.nmsa.org)

The National Science Teachers Association: This site offers association news, research bulletins, publications, and conference announcements. (www.nabt.org)

National Writing Project: The only truly national staff development effort in any subject area, the project shares reports of outstanding practice, research bulletins, and a wide range of publications. (www-gse.berkeley.edu)

North Central Regional Educational Laboratory: This site offers the documentation from the National Committee on Science Education Standards, as well as other valuable science and math information. (ncrl.org/sdrs)

Quintessential Careers: A career and job-hunting resource guide where job-seekers have tools needed to locate a successful career, college, or to do a job search. Many links, including career resources, general job sites, job/career bookstore, industry-specific jobs, and numerous resources, are provided. (www.quintcareers.com)

ResumeNet: National and international links to information and career options in education, civil engineering and public works, environment, fashion, non-traditional careers for girls/women, and multimedia, just to name a few. Many links to enhance career awareness and focus! (www.resumenet.com/other.html)

The Smithsonian Institution, "America's Treasure House for Learning": This site offers resources and materials that support historical studies. (si.edu)

Steps to Career/Life Planning Success: A user-friendly site to guide students through the process of assessing their personality, strengths, and positions suited to them. (www.adm.uwaterloo.ca/infocecs/CRC/manual-home.html)

Teachers and Writing Collaborative: This is a very special resource, especially for teachers of poetry and creative writing. (www.twc.org)

21st Century Teachers Network: The network is a nationwide, nonprofit project, dedicated to assisting K-12 teachers learn, use, and effectively integrate technology in the curriculum for improved student learning. (www.21ct.org/)

Web Resources for Educators: This site links to resources for K-12 teachers that are divided into seven subject areas: art, English, geography, health, math, science, and social studies. (www.mcrel.org/connect/integ.html)

wNetSchool's Kravis Multimedia Education Center: You can access outstanding lessons for core curriculum topics, specific strategies for using technology in the classroom, and the rich resources of Thirteen/WNET, public television's flagship station. (www.wnet.org/wnetschool/)

Legislation

Bureau of Labor Statistics: The principal fact-finding agency for the Federal Government in the broad field of labor economics and statistics. (stats.bls.gov/)

Carl D. Perkins Vocational and Technical Education Act Amendments of 1998: The Carl D. Perkins Vocational and Technical Education Act of 1998 provides funding for secondary and postsecondary vocational education programs. (www.academicinnovations.com/cpvatea.html; www.sbctc.ctc.edu/Board/Educ/PERKINS/Pk_main.htm; www.ed.gov/offices/OVAE/voced/infoboard/legis.html; www.isbe.state.il.us)

Center for Law and Education: The center strives to provide all students with quality education throughout the nation and to help enable communities to address their own public education problems effectively, with an emphasis on assistance to low-income students and communities. (www.cleweb.org)

Disability and Business Technical Assistance Centers: This agency has established ten regional centers to provide information, training, and technical assistance to employers, people with disabilities, and other entities with responsibilities under the ADA. (www.adata.org/)

Disability Rights Education and Defense Fund (DREDF): The mission of DREDF is to secure and advance the civil rights of people with disabilities. It is the leading national law and policy center in disability civil rights. (www.dredf.org)

Ensuring Access, Equity and Quality for Students with Disabilities in School-to-Work Systems – A Guide to Federal Law Policy: This guide is designed to support state and local administrators in being more knowledgeable of their legal responsibilities relating to school-to-work. It seeks to merge equity and quality in school-to-work systems nationwide. This document includes an examination of the five key federal laws relevant to its topic, as well as definitions of "quality" and "equity" as they pertain to school-to-work. (www.ideapractices.org/ideadepot/ensuringaccess.htm)

Part II – Guidance for Reviewers for Reviewing Comprehensive Plans Developed Under the Goals 2000: Educate America Act: This site allows viewers to understand State ideas, goals, and objectives for enabling all learners to reach challenging academic standards. Ideas and suggestions are given to educators, employers, parents, and other community members regarding ways to assist learners in reaching these goals. (www.ed.gov/G2K/guide/guide-2.html)

Illinois Legislative: This site describes existing state laws, as well as legislation being considered by both the House of Representatives and the Senate. (legis.state.il.us)

National Association of State Boards of Education: This site includes publications related to governance, standards, funding, special education, early/middle school education, safety and health, and other education policy issues. (www.nasbe.org)

National Center for Education Statistics: This site includes a vast database of statistics and information about the condition and progress of education in the United States and other nations. (nces.ed.gov/)

National School-to-Work Office: This national site includes information about legislation, financing, conferences, resources, state links, and technical assistance providers. (www.stw.ed.gov/)

National Skill Standards Board (NSSB): The NSSB is a coalition of leaders from business, labor, education, community, and civil rights organizations created to build a voluntary national system of skill standards, assessment, and certification systems. (www.nssb.org/)

Policy Partnership for Implementing IDEA: These projects are designed to deliver a common message about the landmark amendments to the Individuals with Disabilities Education Act. (www.ideapolicy.org/)

School-to-Work: Department of Labor's Technology Training Resource Center: The Training Technology Resource Center maintains a collection of industry skill standards that have been developed with the support of the U.S. Departments of Labor and Education. Information on school-to-work and international bench marking projects in selected industries is also included. (www.doleta.gov/)

The School-to-Work Opportunities Act: What Every Parent Should Know. Parents are given information on STWOA and how they can help their children achieve success in the school-to-work environment. (www.pacer.org/tatra/school_to_work.htm)

U.S. Department of Education, Office of Vocational and Adult Education: This site features information about legislation and federal funding for adult and vocational education, as well as press releases, fact sheets, and links to related sources. (www.ed.gov/offices/OVAE/)

U.S. Department of Labor: The Department of Labor is responsible for the administration and enforcement of over 180 federal statutes. It is charged with preparing the American workforce for new and better jobs and ensuring the adequacy of America's workplaces. (www.dol.gov/)

Welfare-to-Work – Interstate Conference of Employment Security Agencies (ICESA): The ICESA is the national organization of state administrators of unemployment insurance, employment and training services, and labor market information programs. (www.icesa.org)

Women's Educational Equity Act: This program started in 1974 by the U.S. Department of Education, is dedicated to reducing the educational disparity between men and women. This program has awarded more than 700 grants to schools, universities, community organizations, and individuals. (www.edc.org/WomensEquity)

Workforce Investment Act: A bill to consolidate, coordinate, and improve employment, training, literacy, and vocational rehabilitation programs in the U.S. (thomas.loc.gov/; www.usworkforce.org/; www.nga.org/Workforce/WIAOneStopPartners.htm)

Professional Development

Educational Weekly: An On-Line magazine for Educators. Topics of interest and current events change on a weekly basis. A good source of information for anyone involved in education. (www.edweek.org)

National Staff Development Council: This site is a comprehensive resource for information about professional development. (www.nsdc.org)

Northwest Regional Educational Laboratory: This site provides the principles of high-quality professional development and some guiding questions for selecting activities. (www.nwrel.org)

Pathways to School Improvement: NCREL's Pathways to School Improvement website offers information for schools interested in designing and evaluating effective professional development. (www.ncrel.org/sdrs/areas/pd0cont.htm)

Professional Development: Child, Youth, and Families Education and Research Network: CYFERnet displays an astounding compilation of professional development information. A sampling of topics includes professional organizations, electronic mail groups and electronic newsletters, journals, skills and knowledge bases, professional collaboration, professional assessments, and program management. (www.cyfernet.org/prof.html)

Professional Development: Mentoring New Teachers: This book is intended as 1.) a self-instruction, how-to workbook for a current or prospective mentor; 2) a sourcebook for participants in (and leaders of) mentor training programs; 3) a supplementary text for a seminar or graduate-level course in educational leadership; and 4) a practical resource guide for a school district's administrators. (www.ideapractices.org/ideadepot/mentoringteachers.htm)

U.S. Department of Education Teacher Quality: This site includes information about the National Awards program for Model Professional Development. (www.ed.gov/inits/teachers/teach.html)

The World's Leading Source of Education News: This site includes several links providing information on assisting students with disabilities in making smooth transitions between education and employment. (www.educationnews.org/transition_resources.htm)

Resource Agencies and Projects

California School-to-Work Interagency Transition Partnership (SWITP): This site is a one-stop shop for vast information on school-to-work/careers. It offers real choices and resources for persons with disabilities, and SWITP is known for building and maintaining interagency partnerships teams. (www.sna.com/switp)

Center for Research on the Education of Students Placed At Risk (CRESPAR): The mission of CRESPAR is to conduct the research, development, evaluation, and dissemination needed to transform schooling for students placed at risk. (scov.csos.jhu.edu/crespar/CreSPar.html)

The **ERIC/CASS Virtual Library** is an on-line collection of full-text materials developed in order to provide access to relevant research and materials on current topics of interest. It is intended as a resource for anyone concerned about education issues: educators, administrators, parents, students, and community members. (www.uncg.edu/edu/ericcass/libhome.htm)

Florida School-to-Work Information Navigator: This site features evaluation reports, conference information, information about STEPS and electronic support system, publications, and funding sources. (www.flstw.fsu.edu/)

Job Corps: Job Corps is the nation's largest and most comprehensive residential education and job training program for at-risk youth, ages 16-24. (www.jobcorps.org/)

National Information Center for Children and Youth with Disabilities: NICHCY is the national information and referral center that provides information on disabilities and disability-related issues for families, educators, and other professionals. Its special focus is children and youth (birth to age 22). (www.nichcy.org/)

The **New York Institute for Special Education (NYISE)** is a private, nonprofit, nonsectarian educational facility that provides quality programs for children who are blind or visually disabled, emotionally and learning disabled and preschoolers who are developmentally delayed. The NYISE Jobnet (Job Opportunities for the Blind) programs, in conjunction with the guidance and career department, offers students a unique curriculum designed to meet their individual needs. (www.nyise.org)

School-to-Work Intermediary Project: The project includes staffed organizations that connect schools with workplaces and other community resources to improve young people's academic and career-related experiences. (www.nww.org/)

School-to-Work Outreach Program: This program is a nationwide three-year project funded by the U.S. Department of Education to improve school-to-work activities including students with disabilities by identifying and sharing school-to-work models/practices/strategies that work and encouraging others to adopt or replicate those models. (www.ici.coled.umn.edu/schooltowork)

Technical Assistance Center for Professional Development Partnerships: The Center is committed to facilitating and supporting the development of collaborative partnerships for the preparation of educators. This web site contains a vast array of resources about organizations and publications, conferences, web sites, and publications related to the professional development of educators. (www.dssc.org/pdp/)

Young Adult Program is a post-secondary program in Michigan providing a range of transition services to young people with disabilities, ages 17 - 26. The Mission is to provide the foundation for each student, through community based learning, to achieve his/her potential in the transition from school to community participation and life management. (www.remc12.k12.mi.us/kresa/YAP/default.htm)

Resource Product Vendors

The Association for Supervision and Curriculum Development (ASCD): The Association for Supervision and Curriculum Development provides professional development in curriculum and supervision, initiates and supports activities to provide educational equity for all students, and serves as a world-class leader in education information services. (www.ascd.org)

Community College Library Catalog Links: This site includes telnet links to log into many community colleges' on-line libraries. (aera.net/)

ERIC Clearinghouse: A nationwide information network that acquires, catalogs, summarizes, and provides access to education information from all sources; ERIC produces a variety of publications and provides extensive user assistance, including AskERIC, an electronic question answering service for teachers on the Internet. (www.ed.gov/databases/ERIC Digest)

ERIC Clearinghouse for Community Colleges: Housed at the University of California at Los Angeles, this service contains a searchable database of more than 800,000 research reports, conference papers, curriculum materials, project descriptions, and journal articles relating to education research and practice. (www.gseis.ucla.edu/research)

PEP Registry of Educational Software Publishers: PEP provides a comprehensive list of educational software companies with direct links to their websites. (www.microweb.com/pep-site/index.html)

Soft Pubs: This site provides web-based and multimedia tools to the education community. Easy IEP's internet database provides features that are not found in other IEP softwares. (www.softpubs.com)

Special Populations

American Youth Policy Forum: A nonpartisan professional development organization providing learning opportunities for policymakers working on youth issues at the local, state, and national levels. (www.aypf.org)

American Council on Education (ACE): ACE is dedicated to the belief that equal educational opportunity and a strong higher education system are essential cornerstones of a democratic society. (www.ACENET.edu/)

Association on Higher Education and Disabilities: An international multicultural organization of professionals committed to full participation in higher education for persons with disabilities. (www.ahead.org)

Bilingual Books for Kids: This is a commercial site that distributes materials written with Spanish and English appearing side-by-side. These books introduce bilingual skills, increase language and learning abilities, and heighten cultural awareness. (www.bilingualbooks.com/)

Clearinghouse on Disabilities and Gifted Education: ERIC EC gathers and disseminates the professional information, literature, and resources on the education and development of individuals of all ages who have disabilities and/or who are gifted. (ericec.org/)

Community-Based Learning Experiences Curriculum: Basic Skills curriculum is designed for students ages 6 through 21 who are blind, deaf-blind, or visually impaired with moderate to severe developmental disabilities. (www.tsbvi.edu/guide/guide6.htm)

Council for Exceptional Children: The council is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. (www.cec.sped.org/)

Employers of Individuals who are Deaf or Hard of Hearing and the ADA: The Alexander Graham Bell Association for the Deaf and Hard of Hearing organized this site and many relevant resources for employers. (www.agbell.org/topics/adaemp.html)

The ERIC Clearinghouse on Disabilities and Gifted Education (ERIC EC): This site discusses strategies that support the successful transition from STW for students with disabilities. (ericec.org/faq/sch2wrk.htm)

ERIC Clearinghouse on Urban Education: This site offers access to manuals, brief articles, annotated bibliographies, reviews, and summaries of outstanding publications, and conference announcements in urban education. (eric-web.tc.columbia.edu/)

Family Foundation provides comprehensive information on the state of the labor market and nontraditional careers. This website also elaborates on school-to-work issues and legislation. (www.familyfoundation.org/education/school_work.html)

Heath Resource Center: HEATH is a national clearinghouse on postsecondary education for individuals with disabilities. HEATH serves as an information exchange about educational support services, policies, procedures, adaptations, and opportunities at American campuses, vocational-technical schools, and other postsecondary training entities. (www.ACENET.edu/)

Ideas and Strategies for Including Individuals with Disabilities into School-to-Work: The intent of this material is to provide valuable school-to-work transition information and resources to educators, employers, parents, youth with disabilities, and other key school-to-work stakeholders who interact with youth with disabilities. (www.sna.com/switp/aed.htm)

Institute for Disability Policy: Their mission is to enhance the well-being of individuals with disabilities, schools, and community organizations through training, research, technical assistance and example. (www.muskie.usm.maine.edu/ihp/)

Institute for Research on Poverty: The Institute for Research on Poverty at the University of Wisconsin–Madison has indexed websites as resources for researchers interested in a number of poverty-related issues, including education, public policy, children and families, urban issues, and welfare reform. (www.ssc.wisc.edu/irp/povlinks.htm)

Institute for Women in Trades, Technology, and Science: This institute is dedicated to integrating women into nontraditional careers by providing training and technical assistance and publications to the educational system and employers. (www.iwitts.com)

Internet Directory of Literacy and Adult Education Resources: This site offers an extensive directory of literacy and adult education resources includes listservs, gopher sites, websites, and other bulletin boards, e-mail and FTP addresses, and telnet database resources. (sagrelto.com/elandh/home.htm)

Latino Partnerships: This pathway highlights the cooperative efforts of universities, businesses, national organizations, and community groups that are working together to build a supportive network of partnerships for Latino Students, their families, and schools. (eric-web.tc.columbia.edu/pathways/latino_partner/)

Marriott Foundation: This site provides stepping stones for youth to fulfilling employment, and links for employers to a rich and underutilized applicant source. (www.marriottfoundation.org)

National Alliance for Partnerships in Equity (NAPE): The NAPE website includes a wealth of resources and information from equity standards, instructions on grant writing for special populations to nontraditional resources available in each state. (www.napequity.org)

National Clearinghouse for Bilingual Education: The NCBE strives to address critical issues dealing with the education of linguistically and culturally diverse students in the U.S. and serves as a broker for exemplary practices and research. (www.ncbe.gwu.edu/about.htm)

National Early Childhood Technical Assistance System (NECTAS): NECTAS is a national technical assistance consortium working to support states, jurisdictions, and others to improve services and results for young children with disabilities and their families. (www.nectas.unc.edu/)

National Information Center of Children and Youth with Disabilities: The national information and referral center that provides information on disabilities and disability-related issues for families, educators, and other professionals. Their special focus is children and youth, ages birth to 22. (www.nichcy.org)

National Institute on Disability and Rehabilitation Information Center (NARIC): For 20 years, the staff at NARIC has collected and disseminated the results of federally funded research projects. NARIC's literature collection averages around 200 new documents of commercially published books, journal articles, and audiovisuals per month. (www.naric.com/)

National Multicultural Institute (NMCI): The mission of NMCI is to increase communication, understanding, and respect among people of different racial, ethnic, and cultural backgrounds and to provide a forum for discussion of the critical issues of multiculturalism facing our society. (www.nmci.org/)

National Transition Alliance (NTA): The NTA's goal is the formation of one education system that benefits from the lessons learned from special education, regular education, and vocational education. (www.dssc.org/nta/)

Quality Education for Minorities Network: The nonprofit organization based in Washington, DC dedicated to improving the education of African Americans, Alaska Natives, American Indians, Mexican Americans, and Puerto Ricans. Quality education for minorities improves quality education for all. (qemnetwork.qem.org)

Transition: Frequently Asked Questions and Answers. Numerous questions and answers about any and every aspect of transitioning are showcased here. There are assistive links to other sites for additional information. (web.nysed.gov/vesid/sped/trans/faqslist.htm)

Untangling the Web for Disability Information: This site is an excellent resource for all types of disabilities and subjects. (www.icdi.wvu.edu/others.htm)

Vocational Industrial Clubs of America: This is a national organization serving more than 240,000 high school and college students and professional members who are enrolled in technical, skilled, and service occupations, including health occupations. (www.skillsusa.org/)

Workforce Development

America's Career InfoNet: This site provides occupational and economic information. (www.acinet.org/acinet/)

Business Coalition for Education Reform (BCER): The BCER coordinates their efforts to increase the academic achievement of all students by promoting business involvement in education at the local, state, and national levels. (www.bcer.org/)

Career Development and Job Search Resources on the Internet: This site identifies over 100 websites related to all aspects of the job search. It includes general career information sites as well as those limited to specific occupations. (www.brynmawr.edu/CDO/netresources.html)

Career Mall: The Career Mall has it all. The mall is a kiosk of career information such as job search tips, résumé, and cover letter writing, interview tips, and other related information. (www.techlinx.org/mall/)

Career Planning for Students and Parents: This is for students and parents who are looking for information about careers, going to postsecondary education or training, and the world of work. This site contains useful information about the career planning process. (www.bced.gov.bc.ca/careers/planning)

Cooperative Education Resources: A number of on-line resources have been compiled to accompany a textbook program. Topics and resources are organized in relation to the six sections of the student text. (www.siu.edu/~wed08/co-op)

Design Your Future: The mission is to provide practical, inspiring, hands-on opportunities for young women to become aware of; explore; and pursue math, science, and technology-based careers. (www.autodesk.com/compinfo/dyf/index.htm)

Employment and Training Administration: This site includes information for those looking for work, needing unemployment compensation information, or seeking the services of the national One-Stop Career Center System. It includes information for employers regarding labor market information and on finding qualified employees. (www.doleta.gov/)

The International Career Development Library (ICDL) is a free, online collection of full-text resources for counselors, educators, workforce development personnel, and others providing career development services. (icdl.uncg.edu)

National Alliance of Business: The alliance is actively involved in promoting and supporting School-to-Career activities nationwide. Efforts range from broad national outreach campaigns to projects that focus on specific communities, industry sectors, or issues. (www.nab.com)

National Employment Counseling Association: The association is dedicated to helping people prepare for, enter, understand and progress in the world of work through legislative advocacy, establishing standards and guidelines, showcasing best practices and networking. (www.geocities.com/Athens/Acropolis/6491/neca.html)

North Central Regional Educational Laboratory: Developing work-based learning opportunities is the mission of this website and of the North Central Regional Educational Laboratory. (www.ncrel.org/sdrs/areas/issues/envrnmnt/stw/sw300.htm)

Occupational Outlook Handbook: This site contains specific information about thousands of jobs as well as sections on sources of career information, employment projections, finding a job and evaluating an offer, and information about tomorrow's jobs. (stats.bls.gov/ocohome.htm)

The Southern Regional Education Board: This site provides ten key practices for changing what is expected of students, what they are taught, and how they are taught. (wwwsreb.org)

Tutor-Mentor Connection: This site is about mentor-rich programs where kids can connect with adults, learn skills, be safe, and find the support to help them climb the ladder to a career. (www.tutormentorconnection.org)

Washington State Work-based Learning Resource Center: The focus of this site is to assist in setting up work-based learning experiences. This organization promotes work-based learning to employers and provides related training. (www.wa-wbl.com/educators_guide/wsguide/implementing2.htm)

Work-Based Learning Legal Issues Guide: This is a guide to the legalities of employing students with disabilities. This site would be appropriate and helpful to employers and other key stakeholders. (stc.ded.state.ne.us/legal1.htm)

Additional Publications

Alliance for Technology Access. (1996). Computer resources for people with disabilities: A guide to exploring today's assistive technology (2nd ed.). Alameda, CA: Hunter House. (Available from Alliance for Technology Access.)

Barr, V. M. (Ed.). (1996). National resource directory on postsecondary education and disability. Washington, DC: HEATH Resource Center. (Available from HEATH.)

Bolles, R. N. (1992). Job-hunting tips for the so-called handicapped or people with disabilities: A supplement to what color is your parachute? Berkeley, CA: Ten Speed Press. ISBN: 1-89815-471-5. [Available from Ten Speed Press, P.O. Box 7123, Berkeley, CA 94707, (800) 841-2665]

Bolles, R. N. (1997). What color is your parachute?: A practical manual for job-hunters and career-changers (26th ed.). Berkeley, CA: Ten Speed Press. (Available from Ten Speed Press, see above for address.)

Clark, G. M. (1998). Assessment for transition planning: A guide for special education teachers and related service personnel. Austin, TX: Pro-Ed. [Available from Pro-Ed, 8700 Shoal Creek Blvd. Austin, TX 78757-6897, (512) 451-3246]

Clark, G. M., & Patton, J. R. (1997). Transition planning inventory: Assessing transition needs. Austin, TX: Pro-Ed. (Available from Pro-Ed. See above for contact information.)

DeBoer, A. (1995). Working together: The art of consulting and communicating. Longmont, CO: Sopris West. [Available from Sopris West 1140 Boston Avenue, Longmont, CO 80501, (800) 547-6747; (303) 651-2829]

Elksnin N., & Elksnin, L. K. (1998). Teaching occupational social skills. Austin, TX: Pro-Ed. (Available from Pro-Ed. See above for contact information.)

Ettinger, F. (1998). Do it: Career development series. Career development programs for middle schools. Madison, WI: Center of Education and Work. (Available from Center on Education and Work, Publications Unit, University of Wisconsin-Madison, 964 Educational Sciences Building, 1025 West Johnson Street, Madison, WI 53706. (800) 446-0399)

Additional Organizations

Alliance for Technology Access (ATA)
2175 East Francisco Blvd.
Suite L
San Rafael, CA 94939
(415) 455-4575
E-mail: atainfo@ataccess.org
Website: www/ataccess.org

American with Disabilities Act Disability and Business Technical Assistance Centers (DBTACs)
(800) 949-4232 (The DBTACs provide information, referral, TA, and training on the ADA.)

The ARC National Employment & Training Program
500 East Border, Suite 300
Arlington, TX 76010
(800) 433-5255; (817) 277-0553 (TTY)
Website: www.thearc.org/

Association on Higher Education and Disability (AHEAD)
P.O. Box 21192
Columbus, OH 43221-0192
(614) 488-4972 (Voice/TTY)
E-mail: ahead@postbox.acs.ohiostate.edu
Website: www.ahead.org

Council for Exceptional Children, Division on Career Development and Transition
1920 Association Drive
Reston, VA 20191-1589
(703) 620-3660; (703) 264-9446 (TTY)
Website: www.cec.sped.org/

Easter Seals National Headquarters
230 W. Monroe, Suite 1800
Chicago, IL 60606
(312) 726-6200; (800) 221-6827
E-mail: webmaster@seals.com
Website: www.easter-seals.org

HEATH Resource Center (National Clearinghouse on Postsecondary Education for Individuals with Disabilities)
One Dupont Circle, NW, Suite 800 Washington, DC 20036-1193
(800) 544-3284; (202) 939-9320
E-mail: heath@ace.nche.edu
Website: www.acenet.edu/programs/HEATH/home.html

Job Accommodation Network (JAN)
918 Chestnut Ridge Road, Suite 1
P.O. Box 6080
Morgantown, WV 26506-6080
(800) 526-7234
(304) 293-7186 (Voice/TTY)
E-mail: jan@jan.icdi.wvu.edu
Website: janweb.icdi.wvu.edu

Mobility International USA (MIUSA)
P.O. Box 10767
Eugene, OR 97440
(541) 343-1284 (Voice/TTY)
E-mail: info@miusa.org

National Council on Independent Living (NCIL)
1916 Wilson Boulevard, Suite 209 Arlington, VA 22201
(703) 525-3406; (703) 525-4153 (TTY)
E-mail: neil@tsbbs08.tnet.com

National Information Center for Children and Youth with Disabilities (NICHCY)
P.O. Box 1492
Washington, DC 20013
(800) 695-0285;
(202) 884-8200 (Voice/TTY)
E-mail: nichcy@aed.org
Website: www.nichcy.org

National Rehabilitation Information Center (NARIC)
8455 Colesville Road, Suite 935
Silver Spring, MD 20910-3319
(800) 346-2742; (301) 588-9284
(301) 495-5626 (TTY)
E-mail: naric@capaccess.org
Website: www.cais.com/naric

National Transition Alliance for Youth with Disabilities
Transition Research Institute
University of Illinois
113 Children's Research Center
51 Gerty Drive
Champaign, IL 61820
(217) 333-2325
E-mail: nta@aed.org
Website: www.dssc.org/nta

President's Committee on Employment of People with Disabilities
1331 F. Street, NW, Suite 300
Washington, DC 20004
(202) 376-6200
(202) 376-6205 (TTY)
E-mail: info@pcepd.gov
Website: www.pcepd.gov

Project ACTION
700 Thirteenth Street, NW, Suite 200
Washington, DC 20005
(800) 659-6428; (202) 347-3066
E-mail: project_action@nessdc.org
Website: www.projectaction.org

Research and Training Center on Independent Living
University of Kansas
4089 Dole Building
Lawrence, KS 66045-2930
(913) 864-4095 (Voice/TTY)
E-mail: rtcil@kuhub.cc.ukans.edu
Website: www.lsi.ukans.edu/rtcil/rtcil.htm

School-to-Work Learning and Information Center
400 Virginia Avenue, SW, Suite 150
Washington, DC 20024
(800) 251-7236
E-mail: stw-lc@ed.gov
Website: www.stw.ed.gov/index.htm

Technical Assistance Alliance for Parent Centers
PACER Center
4826 Chicago Avenue S.
Minneapolis, MN 55417-1098
(888) 248-0822
(612) 827-2966, (612) 827-7770 (TTY)
E-mail: alliance@taalliance.org
Website: www.taalliance.org/

U.S. Equal Employment Opportunity Commission
1801 L. Street NW
Washington, DC 20507
(800) 669-4000
(202) 663-4900 (TTY)
Website: www.eeoc.gov